



HOME CLASSES FOR FOREIGN-BORN MOTHERS

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Superintendent of Public Instruction

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HOME CLASSES FOR FOREIGN-BORN MOTHERS

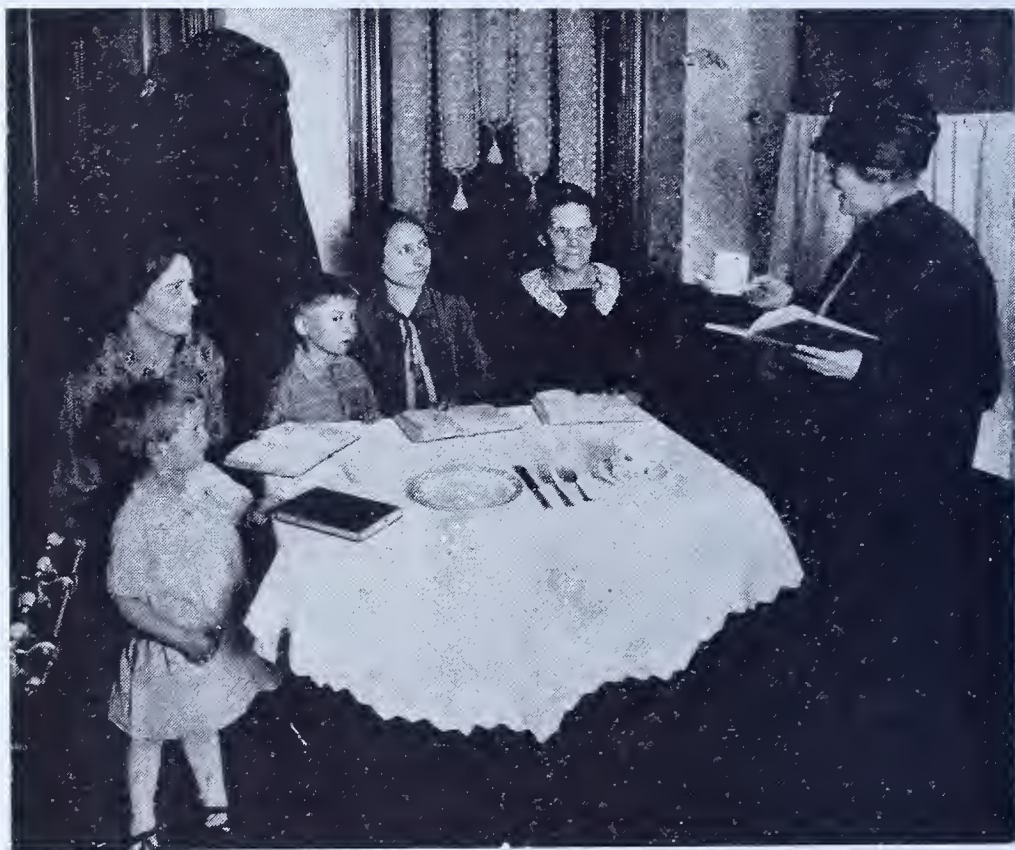
Bulletin 295

LESTER K. ADE

SUPERINTENDENT OF PUBLIC INSTRUCTION



Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg, 1939



A TYPICAL HOME-CLASS GROUP

The above home-class group is one of many maintained by the Pittsburgh Public Schools. This group, meeting in the kitchen of one of the mothers, is having a lesson in American customs as to setting the table and table manners.

FOREWORD

The purpose of this bulletin is to present the plan and function of the State program of home classes for foreign-born mothers, with certain practical suggestions as to organization and administration. As a part of the State program of literacy and citizenship education for immigrants, it is at once the most vital and the most difficult aspect of our effort to effect a more genuine assimilation of our foreign-born population.

It is common knowledge that in all of the efforts made during the past twenty years to reach and teach our foreign-born residents, relatively little attention has been given to the problems confronting the isolated foreign-born mother. The members of her family have abundant opportunity, at school and at work, to learn the language and customs of America. Racial customs, household duties, and natural timidity make it impossible for her to attend public school classes even where these are readily available.

Occupying a pivotal position in the home, the potential influence of the foreign-born mother for good in the rearing of her children is virtually unlimited. Her enforced seclusion and her retention of the language, dress, and customs of her native land, tend to breed in her children a feeling of superiority and an attitude of disrespect, too often disastrously breaking the bonds of parental influence and control.

There is only one answer to the problem of the enforced seclusion of such mothers. If they cannot or will not attend public school classes, we must take such classes to them. If they are to find their place in their adopted land, properly rear their children, and make their contribution to American life, the necessary educational opportunities must be taken to them, right into their own homes, if need be. The home-class program does just that.

It is to be hoped that this bulletin will receive the serious consideration of every public school official within the Commonwealth within the districts of whom such mothers reside. It is hoped, too, that in the issuance of this bulletin, it will greatly stimulate the organization of this type of educational service for those mothers wherever this need may be disclosed by the State enumeration of aliens and illiterates recently completed.

This bulletin was prepared by Mr. A. W. Castle, Chief, Division of Extension Education, under the general direction of Dr. Paul L. Cressman, Director, Bureau of Instruction, and edited by Mr. Eugene P. Bertin, Editor of Publications, Department of Public Instruction.

LESTER K. ADE

Superintendent of Public Instruction

May, 1939



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ACKNOWLEDGMENT

Acknowledgment is made to Miss Lucy W. Glass, for a number of years Assistant Director of Extension Education in the Department of Public Instruction, for the inestimable value of her contributions to this bulletin.

This publication will take the place of the Educational Monograph entitled "Home Classes for Foreign-Born Mothers" and Bulletin No. 63 entitled "Organization and Administration of Home Classes for Foreign-Born Mothers," both of which were prepared by Miss Glass.

In the preparation of this bulletin, the writer has drawn heavily on the many valuable suggestions contained in the previous publications prepared by Miss Glass. An effort has been made to retain all of the splendid contributions of the former bulletins, copies of which are now exhausted, to which have been added other information relative to the organization and administration of home classes for foreign-born mothers.

A. W. C.

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Home Classes for Foreign-Born Mothers

INTRODUCTION

Home classes for foreign-born mothers are probably the most vital phase of the Pennsylvania State program of literacy and citizenship education. As an authorized type of extension education for out-of-school youth and adults, such classes are an integral part of the State programs of free public instruction and are subject to all of the legislative advantages which apply to extension education activities generally. Chief among these advantages are the provision by school districts of free texts and materials and state-aid for school districts maintaining home classes, equivalent on a percentage-of-the-minimum-salary basis to that to which such districts are entitled for the maintenance of day public schools.

Any program of public adult education is essentially one of social reconstruction. While it is concerned with the further development of cultural appreciation and the further enrichment of adult life, such positive or developmental aspects of adult education are of less importance and urgency than the negative or remedial aspects of the program by which an effort is made to correct the shortcomings and handicaps of under-privileged groups and classes. Of the corrective or remedial aspects of public adult education, no phase has greater social significance than the proper assimilation of our foreign-born population. Of the problem of interpreting America to our foreign-born residents, that of reaching the more isolated and too often non-English-speaking foreign-born mother is, from the view-point of social well-being, one of the most basic and vital services being rendered by public education.

The purpose of this bulletin is to present briefly the more important aspects of the Pennsylvania program of home classes for foreign-born mothers. The more important considerations will be discussed in the order and under the captions following:

- I. The Purpose and Nature of Home Classes for Foreign-Born Mothers.
- II. The Organization of Home Classes for Foreign-Born Mothers.
- III. The Scope of the Home-Class Program.
- IV. General Suggestions to Teachers and Leaders.
- V. Legislative Provisions for Home Classes.
- VI. Citizenship Status, Naturalization Procedure, and Immigration Policies.
- VII. National and Racial Holidays and Festivals.
- VIII. Naturalization Courts in Pennsylvania and Immigration Quotas.

I. THE PURPOSE AND NATURE OF HOME CLASSES FOR FOREIGN-BORN MOTHERS

Generally speaking, the purpose and nature of home classes for foreign-born mothers are expressed in the provision of a sympathetic counselor and friend for non-English-speaking mothers who find themselves rather completely isolated in their English-speaking fosterland. In terms of specific objectives, the purpose of home classes is as broad and varied as the educational and social needs of the mothers for whom they are intended and the nature of such classes is characterized by a maximum of flexibility which lends itself readily in course content, organization, and administration, to the varying needs of the individuals and groups they serve.

A. THE PURPOSE OF HOME CLASSES FOR FOREIGN-BORN MOTHERS

Any interpretation of the purpose of home classes for foreign-born mothers should be made in terms of the problems confronting non-English-speaking foreign-born mothers and the peculiar difficulties arising in their solution.

1. THE FUNCTION OF HOME CLASSES

The function of the home-class teacher is to godmother these marooned souls, rather completely detached from community life and too often deserted by their own families, in all of their many adjustment problems.

The function of the home class embraces vastly more than the literacy and citizenship education program of which it logically is a part. Approaching the problem through the major interests of the home-class group, it educates them in an ability to speak, read, and write the English language. It finds in its scope a careful consideration of our governmental organization, purposes, and problems. Without decrying the customs and traditions of the Old World, it interprets the responsibility of womanhood in a democratic social order. It is elementary schooling in the simple treatment of geography, history, and arithmetical processes. It is parent education in the matter of family relationships and the intelligent rearing of children. It is health service in personal and home hygiene. It is social service in all of the social and economic problems which confront the new arrival in a strange land.

2. THE PROBLEM OF THE NON-ENGLISH-SPEAKING FOREIGN-BORN MOTHER

The problem of the immigrant mother is quite often pathetic. She has come to America believing that here she would be able to find better opportunities for her husband, herself, and her children. She has come with a regard for law and order and with habits of thrift and economy which would be a credit to any community in any land. She very often

brings a keen appreciation of music and art and is the spiritual personification of all of those native cultures and values upon which civilization has been built. Equipped with all of these contributions which she is qualified to make toward the enrichment of life in her community, she finds herself a victim of circumstances—a stranger in a strange land.

Her husband and her grown sons and daughters immediately acquire a knowledge of the language of America, and of its customs, through their contacts and associations with others at their various places of employment. Her younger children, through enforced public school attendance, readily master the use of the English language and quite as readily adopt American customs, and find their place in the American scheme of life through the medium of the public school. She alone, of the entire family, is shut off from the opportunities and influences which will equip her to participate in the life of the land of her adoption.

3. THE ENFORCED SECLUSION OF THE FOREIGN-BORN MOTHER

The seclusion of the foreign-born mother is enforced rather than voluntary. From the first, her social contacts are restricted to those who speak her native language. In purchasing supplies of her family, she must deal only with those who can speak her language. Racial traditions often restrict her rigidly to her home duties and prohibit freedom in making new contacts. Even her attendance at afternoon or evening school classes in public school buildings is frowned upon by the traditions and mores of her people. Her home duties, often exacting and heavy, her inability to speak the language of her fosterland, her native timidity greatly accentuated by her lack of knowledge of American customs, her clear recognition and painful self-consciousness of her unique handicaps and barriers, and her dread of ridicule, all tend to further the dwarfing seclusion in which she finds herself with few or no opportunities to develop any latent ability she might possess, to make any contribution for which she is qualified, or to become in fact a part of the community in which she lives.

4. BROKEN BONDS OF PARENTAL CONTROL

It does not seem exaggeration to say, that unwittingly American public education is guilty of breaking the bonds of parental control in thousands of the homes of our foreign-born residents, too often with disastrous results to the children of these homes. The child of the foreign-born parent, rapidly becoming familiar with the language and customs of his new world, soon acquires a feeling of superiority over his mother. Frequently he is called upon to serve as an interpreter for her, through no fault of hers, and his lack of respect for her increases. Entirely out of touch with the school life of her children, she is restricted to her native tongue, her native customs, and her native dress, essentially different from those of the associates of both her children and her husband.

Through misguided values, the child's lack of respect gradually changes to one of humiliation and shame. Having no alternative, the

mother continues to live apart from his world. The influence of the home is steadily lessened. Irrespective of the depth of her maternal solicitude and anxiety, the bonds of filial respect and parental control have been snapped. Irrespective of the sure loyalty of her devotion, and of the wisdom of her counsel born of maturity and experience, neither her judgment nor her wishes prevail. The child, largely removed from the guiding hand of his busy father and ignoring his mother, is left to his own unbridled freedom, and too often to the certain disaster of waywardness and incorrigibility.

5. THE DILEMMA OF THE FOREIGN-BORN MOTHER

It should not be assumed that the foreign-born mother, unable to understand or speak the language used by her children, unfamiliar with the customs which they readily assume, and living in an enforced seclusion quite apart from the broader life of the members of her family, is accustomed to such subordination. Normally, the newly arrived immigrant family brings a profound respect for law and order, which probably is one of the growing needs of our democratic social order. So also, normally, from the same sources there comes with their families a profound respect for, and obedience to, the judgment and wishes of parents and elders.

Nor should it be assumed that the immigrant family in the meager and restricted living quarters of the crowded tenement in the low-rent districts of our larger cities, is living in the environment to which it has been accustomed. A large majority of these families are agriculturists by nature and preference. Most of them are off-springs of family lines which for generations have been accustomed to the fresh air and wholesome sunshine of the open country. To them their present daily life is a complete reversal of their Old World experience. To them the land of opportunity has become a huge factory or mill, with the barest necessities of life eked out in a congested urban district from which there is no escape.

The one who painted for them in glowing colors the advantages of America's higher labor-wage, failed to depict the higher cost of living. Too often sheer economic necessity forces them to distribute their relatively meager wage among the lowest rentals, the poorest of living conveniences, and the cheapest of foods in a community environment utterly foreign to the life that was theirs in their native land.

Given every advantage, the foreign-born mother in such a home has an almost insurmountable problem in decently rearing children under the disintegrating influences of such undesirable home and community environment. Handicapped by illiteracy, or an inability to speak English, and without the respect of her children, the pivotal position which she should occupy in the home life of her family is automatically vacated, and the task of fulfilling even the more common responsibilities of motherhood, care, and guidance becomes for her impossible.

6. THE MORAL RESPONSIBILITY OF PUBLIC EDUCATION FOR HOME CLASSES FOR FOREIGN-BORN MOTHERS

It is unfortunate if public school officials fail in their responsibility to provide an opportunity for all of our foreign-born residents to find their place in, and to make their contributions to, that unique cosmopolitan life and culture which is America. It is little short of tragedy if the blessings of our free public schooling are inadvertently permitted to break down the benefits of family influence, to sever home ties, and to destroy the bond of parental control during the formative years of these children.

Whether because of home duties, the care of young children, excessive timidity, or racial customs, foreign-born mothers cannot attend public school classes in English and citizenship education, it is vitally important, particularly to their children, that they be given, by some means, the opportunity to acquire the language and customs of the land of their adoption. The only means of reaching such mothers with a program of free public education and the friendly counsel they desire and deserve, is to take these services to them in the seclusion of their own homes and communities by means of the State program of home classes for foreign-born mothers.

It is of doubtful wisdom to assume that the social responsibility of public education ends with the compulsory school attendance of the children of foreign-born parents. Granting the soundness of compulsory school attendance of all children, such a policy should be administered with a full recognition of its implications for family life and family relations. Pennsylvania cannot afford to mandate the thorough assimilation of the children of the foreign-born, if in so doing it fails to offer a like opportunity to their parents as a means of preserving and strengthening, rather than weakening and destroying, the ties of filial love and respect and the bonds of parental guidance and control.

B. THE NATURE OF HOME CLASSES FOR FOREIGN-BORN MOTHERS

The home class for foreign-born mothers is precisely what the name implies. It consists of a small group of foreign-born mothers, of from three or four to eight or ten in number. Since the work of the home-class teacher, particularly in beginning work, is almost invariably a matter of individualized instruction, it is recommended that the number enrolled in such groups be restricted to a maximum of eight or ten.

The home-class teacher should be employed on a full-time basis. While the actual teaching of classes will be determined by the convenience of the mothers in her group, usually limited to afternoon sessions, the remainder of her time will be required in becoming acquainted with mothers, in organizing class groups, in making additions to smaller established groups, and in giving the thousand and one types of counseling and personal help service which her responsibility includes.

1. THE NATURE OF THE HOME-CLASS GROUP

The home class itself should be a natural group consisting of a given mother and her relatives, friends, or neighbors. It is essential that all members of the group be or become well acquainted and friendly. While the educational status of the members of a class group will at times vary widely, common interests and outlooks tend to increase their sociability, their interest, and their attendance at group meetings. The hour of the day and the number of class sessions per week are vital considerations and should be determined, as largely as possible, by the group itself.

The home-class teacher should keep constantly in mind that each of the mothers of her group has many exacting home duties, and mutual planning will be necessary in order to provide the time, even during the afternoon, for class meetings after the routine housework has been done and before the time for preparing the evening meal. Some will find it impossible to attend a class session in the afternoon, and others will find it equally impossible to attend a class session in the forenoon. Under such conditions, it remains for the teacher to abide by the preference of the majority of her group and attempt to organize a period to accommodate the convenience of the others. If no better plan seems possible, individualized instruction of a few mothers in their own homes, at a time suitable to them, should be recognized as a part of the home-class program.

In actually conducting home classes for foreign-born mothers, the problem of young and dependent children almost invariably arises. In instances where older brothers or sisters cannot be left in charge of the more dependent children, some provision must be made for the care and entertainment of such children during the class period, however informal it may be. Many home-class teachers have been able to organize their work so that volunteer service is secured from religious and social organizations to provide a type of kindergarten service, with adequate play materials provided, for such children in accordance with their age and interests.

It should be added also that, as a general practice, it is conducive to better results to place mothers of the same racial background in any given group. In doing this, the woman leader of a given racial group will be glad to be of assistance to the home-class teacher.

In some communities, however, racial group lines are not so closely drawn and this will be unnecessary, but for the greater part, wherever possible, greater sociability and more uniform problems of teaching are secured if racial groupings are arranged. In the assimilation of our foreign-born population, it is, of course, to be desired that racial and class lines be dissolved as largely as possible, but such results can be obtained through inter-group socials, parties, picnics, excursions, and festivals, which should be considered an integral part of the home-class program.

2. THE NATURE OF HOME-CLASS SERVICE

In the foregoing discussion of the problems of the non-English-speaking foreign-born mother is found a reflection of the social service rendered by home classes. While English and citizenship education are the immediate objectives of home classes, they are, nevertheless, only a means to an end. The broad and varied social service rendered by the home-class teacher far transcends in importance any success she may attain in teaching English and citizenship per se.

Beyond the development of a practical vocabulary in English and the study of the American system of government and its organization, purpose, and problems, are many others of equal importance. How to use a telephone, how to secure the immediate service of a physician in an emergency, and how to turn in a fire alarm, are only indicative of the many practical needs of the foreign-born mother for whom the home class is intended.

In addition to these obvious aspects of the work-a-day world of the foreign-born mother are other responsibilities of the home-class teacher. Homemaking and home hygiene, in their broadest sense; general assistance in the care and feeding of children; selecting and preserving foods; combatting flies and insects; guarding against infection; personal standards of living; selecting and preserving clothing; and like everyday aspects of home life should find their place in the service being rendered.

And beyond these essential requirements lie possible services in the field of counseling on social and economic difficulties which confront the foreign-born mother. Problems of family relationships, in which a wayward daughter, an incorrigible son, or a drunken husband, are certain to arise, calling for the sympathetic interest and best judgment of the teacher. It may be a matter of sheer exploitation, in which an unscrupulous person attempts by devious means to purloin the hard-earned savings of the foreign-born family. It may be a matter of unemployment in which the father and husband is unable to find a job. It may be extreme deprivation of food, clothing, or fuel, which should have the attention of assistance agencies. It may be ill health or deformity on the part of some member of the family, which needs and deserves the attention of public health officials. It may be a matter of mental affliction on the part of some member of the family, for which authoritative advice and help should be secured.

While it is not assumed that the home-class teacher is qualified to pass judgment on such matters as health, mental affliction, and delinquency, it is possible, nevertheless, for her to serve as counselor and friend in all of such exigencies. Part of the required equipment of the home-class teacher should be a card index file of all philanthropic agencies established for the purpose of rendering free of charge the various services which might be direly needed by the foreign-born family, but of which they know nothing and for which they are unable to pay. Certainly

among these agencies should be listed the public assistance office, the State and Federal employment offices, the legal aid society, the public health office, the nearest free clinic, and like sources of help subject to call as needed.

When it is said that the function of the home-class teacher is to serve as friend and counselor of the foreign-born mother, there is implied all of the foregoing services and others as many and varied as human needs themselves. From the viewpoint of the most needy, as well as from the viewpoint of the most socially significant public educational service being rendered, home classes for foreign-born mothers which succeed in enabling the foreign-born mother to retain her pivotal position in her family and exercise a continuing influence upon the proper growth and development of her children, deserve the most serious consideration of every public school official within the Commonwealth.



A SETTLEMENT HOUSE CLASS OF FOREIGN-BORN MOTHERS

At times the homes of foreign-born mothers will not readily accommodate the meetings of home-class groups. The above picture shows a home-class group of the Pittsburgh Public Schools meeting successfully in the Woods Run Settlement House.

Nor should home-class service be conceived of as being restricted to the members of such classes only. Home-class teaching should be considered as a type of home missionary work. Members of class groups should be made to feel free to call upon the services of the teacher in any of the problems confronting their children, their relatives, or their friends. Most home-class teachers feel that an important part of their service consists in the maintenance of a personal telephone, the call number of which is known to all of the members of their groups, in anticipation of any emergency which might arise in their absence, and assuming for themselves the responsibility of being subject to call for friendly help at any time during the day or night.

II. THE ORGANIZATION OF HOME CLASSES FOR FOREIGN-BORN MOTHERS

Home classes for foreign-born mothers, as a type of literacy and citizenship education which is a phase of extension education for out-of-school youth and adults, are an integral part of the State program of free public instruction. All appropriate legislation applicable to the administration of public day elementary and secondary schools is equally applicable to home classes.

As an authorized type of free public schooling, texts and materials are provided by the local board of school directors; the entire salary is paid by the school district; appointment of such teachers is regularly made; tuition charges are prohibited; and state-aid, ranging from twenty-five per cent to seventy-five per cent of the minimum salaries of teachers, according to the class of school district, is provided.

The rather unique characteristics of home-class work demand certain considerations, as indicated in the following.

A. THE SELECTION AND APPOINTMENT OF THE HOME-CLASS TEACHER

1. Because of the widely varying and sympathetic social service involved in the duties of the home-class teacher, full-time teachers should be employed, and care should be taken as to the qualifications of the teachers selected and as to any restrictions which might be contemplated in their assignment.

2. As a general rule, experience has shown that, for best results, the teacher selected should have attained a maturity that will command the respect and confidence of the mothers she is to serve.

3. Only those possessing a keen social consciousness and a deep human sympathy should be considered as eligible for appointment to this work.

4. As in other fields of teaching, a pleasing personality is of great advantage, since first contacts are of great importance in winning the interest, friendship, and support of the foreign-born mother.

5. Kindly tactfulness is indispensable because the foreign-born mother regards with great respect a school teacher, is usually timid and retiring in her presence, and is easily repulsed.

6. In addition to being socially minded, the home-class teacher must possess a genuine love of people and of children as well, for in home-class work the children of the mothers represent a contingent which has to be given kindly consideration at all times.

7. The home-class teacher should possess a practical judgment and good breeding which will keep her from intruding upon the privacy and the home duties of the mother.

8. Resourcefulness and initiative are required in meeting the many varying problems arising in contacting mothers, in organizing home-class groups, and in overcoming fear and suspicion.

9. While the requirements for proper certification of home-class teachers will insure a background of proper professional preparation in all teachers assigned, deep human sympathy, with minimum leadership preparation, is to be preferred to a broader preparation which is not supplemented by kindly, human soul qualities.

10. Whenever possible, it is of advantage to secure a person who has had some elementary teaching experience, a broad preparation in the field of literacy and citizenship education, and who also has had a few years of responsibility as a mother and homemaker.

11. The judgment of the home-class teacher should keep her dressed simply, inexpensively, and in good taste, in all contacts with foreign-born mothers and home-class groups.

12. It should be needless to add that the home-class teacher should be utterly devoid of any racial or religious prejudice, such being entirely foreign to the social attitude she is supposed to personify and to the service which she is attempting to render.

13. While the home-class teacher should be assigned to full-time service, her schedule of duties should be as flexible as her judgment dictates, with no restrictions whatever on adjustments which she might desire to make in meeting the needs and convenience of the mothers she serves.

14. Wherever possible, adequate supervision of home-class work should be provided, in larger cities such responsibility being placed upon the director of extension education or a supervisor of home classes.

15. In smaller cities and boroughs, the ward principal can be made responsible for the general supervision and coordination of the work of the home-class teacher, but too often the many demands upon the principal's time make her supervision of the work largely perfunctory, although in matters of coordination, her cooperation and assistance can be of great help.

16. Experience has shown that it is of advantage to provide a desk in the office or other part of a school building in the district in which the home-class teacher is working, which will serve her as headquarters, where she may plan her work; prepare reports; keep her records; receive messages, and meet with the superintendent, supervisor, or principal for conferences at specified times; although her presence there will not ordinarily consume more than half an hour each day.

17. In organizing home classes for foreign-born mothers, the teacher, or the teacher and the supervisor, should personally make all initial contacts with the clergy, group leaders, organizations, and editors of foreign language newspapers, but a great advantage is gained if the superintendent of schools, or the supervising principal, as the case may be, personally arranges, over the telephone, for these first meetings of the teacher with such leaders of the district she is to serve.

18. A further advantage is gained if the local head of the public schools will take the initiative in securing the cooperation of local clubs and organizations for a coordinated support of the program, including

such agencies as the Council of Catholic Women, Catholic Daughters of America, the Council of Jewish Women, the local Parent-Teacher Association, and the American Legion Auxiliary.

B. CONTACTING THE CLERGY

The success of the home-class program is largely dependent upon the interest and cooperation of the clergy. The first step of the home-class teacher in approaching the foreign-born mothers within a given district, is to contact personally the priests of local parishes, the rabbis of Jewish synagogues, and the clergy of all other churches of which non-English-speaking mothers are members. Without the approval of the spiritual adviser of a group of foreign-born mothers, their interest in, and attendance at class meetings cannot be secured.

The foreign-born mother, often having been previously the victim of different types of exploitation, is suspicious of any new plan or the approach of any stranger, but she needs only the approval of her religious leader to accept in full confidence, and with pride and enthusiasm, any plan which to him seems to be for the best interests of herself and her family.

A proper approach to the religious leaders of a district will win their whole-hearted support for the program. After being convinced that home-class service is needed by, and will benefit, the non-English-speaking mothers of the community, they will gladly make pulpit announcements explaining the purpose of the classes, urge the attendance of mothers at such classes, and cooperate with the teacher in making necessary contacts with the mothers.

In contacting the clergy, the nature and purpose of the home-class plan should be carefully explained, and the following points should be emphasized.

1. Home classes for foreign-born mothers are a part of the program of free public schooling, to which non-English-speaking foreign-born mothers are entitled.
2. As free public school classes, they will be maintained without cost to mothers, even the books and lesson materials being provided by the public schools.
3. As a part of the free public school program, home classes are absolutely free to all foreign-born mothers and women, irrespective of whether they have children or whether their children are enrolled in public or other schools.
4. The School Laws of Pennsylvania forbid sectarian religious instruction in public schools and classes, guaranteeing that there shall be no interference with or reference to the religious belief of any mother in any home-class.
5. The aim of the home class is to teach foreign-born mothers to speak, read, and write the English language, and to acquaint them with

American customs, as a means of preserving the respect and obedience of their children, and of equipping them to rear their children as intelligently as possible.

6. English and citizenship education, through home classes, is only a means to an end, the prime objective of home-class work being the provision of a friend and counselor for the foreign-born mother in social service in its broadest sense.

7. Through home-class service a continued cooperation will be maintained with religious and racial leaders in assisting the foreign-born family in all of its various needs, whether in the form of legal, medical, surgical, relief, employment, or social service.

8. Public school officials recognize that owing to home duties, racial customs, or timidity, many foreign-born mothers cannot or will not attend afternoon or evening classes in public schools, and have arranged a program of home classes for their instruction and help within their own homes, as a means of securing for them the public school service they need and to which they are entitled.

9. It is recognized that the enforced attendance of children at schools in which English is used, will tend to weaken and destroy their filial love and respect unless the mothers are also given an equal opportunity to learn the language, and become acquainted with the customs of America.

10. It is recognized also, that while the younger children have an opportunity to learn English in the schools, and the husband and older daughters and sons have a like opportunity at their places of employment, the mother alone is forced to live in an enforced seclusion at home, living a life largely apart from that of the rest of her family.

11. So, too, without an ability to speak, read, and write the English language, the foreign-born mother is deprived of the advantages of reading English publications and the use of free public libraries, and is unable to serve and protect the best interests of her home and family in an English-speaking land.

12. The schedule of group meetings for home-class work will be adapted to the needs and convenience of foreign-born mothers, and will not at any time intrude upon home, religious, or other duties of the mothers.

13. The program of home classes is sufficiently flexible to meet every need, including those of women whose husbands work at night or on alternating shifts, it being possible to arrange for individual or group work at any time during the day or evening.

14. The outcomes of the home class for foreign-born mothers should be a knowledge of the English language and American customs, making possible for them a full participation in and contribution to the life of America; a thorough understanding of the democratic ideals of, and the problems confronting America; inspiring in them a respect for and loyalty to our government; a stimulation of their interest, hope, pride, and ambition, with a consequent improvement in their standards of living, cultural appreciations, and spiritual ideals; the development of a

greater ability to serve and protect home interests and family unity against exploitation and disintegration, and producing a greatly enriched individual and family life through broadened contacts and understanding, through increased educational and social opportunities, and through unity of purpose and cooperation insuring their success in an adopted land.

C. OTHER PRELIMINARY CONTACTS

In laying the foundation for a community program of home classes for foreign-born mothers, an effort should be made to secure the support of all agencies within the community having an interest or equity in such a program. Failure to respect the rights of such vested interests may develop a destructive opposition to the program which will vitiate the best efforts of the best of home-class teachers.

After contacting the clergy and securing their approval and support, other individuals and groups should be approached in a like manner, stressing the same purposes and advantages of home classes with a view to enlisting their help, as indicated in the following.

1. RACIAL GROUP LEADERS

As a rule, in every racial group a man can be found who is an outstanding leader and is so recognized by all of the members of the group. Such a leader may be the head of a fraternal society, a prosperous merchant, a teacher, or a politician. It is of vital importance, however, that the home-class teacher contact such a leader and carefully present the plan and purpose of home classes, requesting his approval and support.

As in all preliminary contacts, it is helpful if the teacher can secure the assistance of the religious leader in introducing her and recommending her program to such a leader. Through the active interest and support of this leader, whoever he may be, opportunities can be secured to meet with organizations and groups to explain, through an interpreter, the home-class plan and the free service it is intended to render. If interested, the leader will also see that the teacher has an opportunity to meet the woman leader of the racial group, the whole-hearted cooperation of whom is of inestimable value to the program.

The woman leader, possessing an intimate knowledge of community and home conditions, is in a strategic position to give valuable counsel on organizing and developing the program. If interested, she is usually willing to introduce the teacher to the mothers of her group and to serve as interpreter in securing their interest in and attendance at classes. More than this, her intimate knowledge of unfriendly relationships which may exist between certain mothers will enable the teacher to avoid class groupings which would be likely to result in lack of harmony and failure.

In making preliminary contacts, the home-class teacher should bear in mind that without the approval of the men of the group, the women will not attend class meetings. Experience has shown that if the whole-hearted enlistment of the men of the racial group is secured, they not only recommend but insist that their wives, sisters, and mothers attend the classes.

2. EDITORS OF FOREIGN LANGUAGE PUBLICATIONS

The editors of foreign language publications should be made fully acquainted with the nature and purpose of the home-class program. If their interest in and support of the program can be secured, they can do much by way of advertising the program, which will tend to develop requests for home-class service and to increase the enrolment of home-class groups already organized. As a means of making home-class service an integral part of the community life of a racial group, a close relationship with the management of such publications will provide very effective free advertising, and their news items of class activities, group socials, group journeys, and folk festivals will create a general desire on the part of all foreign-born women to attend home-class meetings and to learn the language and customs of America.

The home-class teacher should bear in mind, however, that many foreign-born mothers cannot read and write even in their native language, for whom the announcements in foreign language publications are only incidentally, and by hearsay, of interest. After home classes are organized, and such activities as group socials and community entertainments and festivals are begun, the announcements of the foreign language publications should be supplemented by pulpit announcements and by mimeographed announcements sent to the homes of foreign-born parents through their children attending public and other schools.

3. SOCIAL WORKERS

In addition to the foregoing, other contacts are of great value in organizing and developing a community program of home classes for foreign-born mothers.

In larger urban districts, racial group workers employed by such organizations as the Council of Jewish Women, the International Institute, and the Council of Catholic Women, are intimately acquainted with the foreign-born mothers of a community who need home-class service, and will cooperate with the teacher in making the necessary contacts.

School attendance officers and community nurses can be a source of great help to the teacher through their knowledge of home conditions gained from their routine work. Welfare workers, assistance visitors, public health officials, and social workers generally, can be of great assistance to the home-class teacher in serving as an informal advisory group for the development of an effective community program.

4. PUBLIC AND PAROCHIAL SCHOOLS

Of importance, too, is the help that principals and teachers in public and parochial schools can render the home-class teacher in reaching the foreign-born mothers of a community. Kindergarten and elementary school teachers particularly, usually have a rather intimate knowledge of the home conditions of their pupils. By contacting the principal of the school, permission can be secured to speak to the children in the classroom, which paves the way for personal calls on the mothers of the children.

In some instances, the children in public and parochial schools have taken oral and mimeographed messages home to their mothers and have brought back the names and addresses of their mothers, upon whom the teacher later made a personal call. Through the cooperation of teachers, the names and addresses of all the foreign-born parents in the community can be secured, serving as a complete and informative list for first calls on the mothers of the community. The school reports of the children will indicate those mothers who are wholly illiterate and sign the school reports of their children by making a mark.

In securing contacts with mothers, the permission of the principal can be secured to excuse pupils from classwork for a brief period to take the home-class teacher to their homes and introduce her to the mother. Such contacts, made through the children acting as interpreter, are invariably pleasing to the mother and conducive to a feeling of mutual interest and understanding, and form the basis of a lasting friendship between the teacher and the mother.

5. EVENING SCHOOL CLASSES IN ENGLISH AND CITIZENSHIP EDUCATION

Yet another worthwhile possibility for successful contacts lies in the foreign-born men and women enrolled in late afternoon and evening public school classes in English and citizenship education. If the home-class teacher explains her mission to a group of men students in an evening school class, she can secure their cooperation and the names and addresses of their wives, sisters, and mothers for future contacts, supported by their approving statements at home.

From foreign-born communities many women attend these classes, and they are able to give the home-class teacher worthwhile leads as to friends, neighbors, and relatives who would like to learn something about the language and customs of America, but who are too timid and sensitive to attend classes held in public school buildings. With the interest and help of men and women enrolled in public school classes in English and citizenship education, many home-class groups can be organized in the nature of auxiliaries to such late afternoon and evening public school classes.

While contacting and enrolling foreign-born mothers are essentially a part of the organization of home classes for foreign-born mothers, reference will be made to this in Section IV following, under "General Suggestions to Teachers and Leaders."

D. SELECTING THE PLACE OF MEETING

For best results, the home class, whenever possible, is conducted in the home of one of the members of the group. Within her own home, or in the home of a friend, the foreign-born mother has the advantage of complete familiarity and freedom of expression, with a minimum of natural timidity. At times, however, none of the members of the group have a room suitable for class meetings, under which circumstances the

home class teacher is required to find suitable quarters in a church, a lodge hall, a settlement house, a library, or elsewhere convenient to the members of the group.

For the foreign-born mother, however, the home provides an ideal learning situation, respecting her traditional dislike for public appearance, overcoming her natural timidity, and eliminating the restraining formality of public school classrooms. For the teacher also, the home class has its advantages. The more intimate, informal relationship between teacher and mothers within a home, breeds a complete and friendly confidence in the teacher, and discloses first-hand to the teacher the background and difficulties of the mothers of her group and the many adjustment problems confronting them.

Several considerations enter into the selection of a good place for group meetings. If possible, the place of meeting should be centrally located and easily accessible to all members of the group. The room should be of suitable size, properly lighted, and adequately heated for the colder winter months. A single large table, or two smaller tables, with enough chairs to accommodate the group, should be available.

The hostess mother selected should be one who will not be distracted and hampered by too many small children constantly needing her attention. It is most important, too, that she be a woman of good moral character, who enjoys the respect and goodwill of her neighbors. Home classes should at all times be kept as far above suspicion and reproach as possible, and far removed from evil influence and criticism.

In working with groups of mothers who are unable to find anyone to take care of younger children, the classroom should be selected, if possible, with a view to using an adjoining room as a playroom for the young children who have to be brought to the class meetings by the mothers. An adjoining room, which can be used as a playroom, can be placed in charge of a paid or volunteer assistant to the teacher, provided by some local church, fraternal, or social service organization, in which the children of the mothers can enjoy themselves during the class session, greatly facilitating the work of both teacher and her group of mothers.

E. THE SCHEDULE OF GROUP MEETINGS

The length of a home-class period will vary with different groups. Experience has shown that one and one-half hours of classwork seems to get the best results, providing enough time for constructive work and yet avoiding a state of weariness and dulled interest on the part of the mothers. Generally speaking, a class period of one hour should be regarded as a minimum and two hours as a maximum. Care should be taken at all times to begin and close the classwork promptly at the hour agreed upon, and under no circumstances should an attempt be made to hold mothers either during or beyond the regular class period, when doing so will encroach upon their home duties.

In planning the weekly schedule of classes, either two or three sessions per week, according to the wishes of the group, are to be preferred.

Experience has shown that four or five class sessions in one week tends to tire the members of the group, and that if a single session per week is attempted, the break between classes is of such long duration that much that is learned in one session is lost before the next. Generally speaking, an attempt should be made to distribute the class sessions over the week as uniformly as possible.

In arranging for regular group meetings, the teacher should be cognizant not only of such household duties as washdays and baking days, but should also respect the racial holidays of the members of her group. While an effort should be made to organize the meetings of home-class groups in such a manner as to distribute the services of the home-class teacher as uniformly as possible throughout the week, this is not always an easy matter. By properly organizing a group of mothers, however, they may agree upon a change of their routine of washdays, baking days, and mending days, to accommodate the schedule of the teacher.

Even though the teacher's schedule may not be well distributed throughout the week, there is always the need for home visitation and counseling, the planning of work, and the preparation of materials, which, for the greater part, can be adjusted to the teaching schedule. Beyond these obvious demands upon the teacher's time, there is always the responsibility of arranging for and forming new home contacts, arranging for new class groups, and for securing possible additions to the smaller groups already organized.

In addition to the various duties for which the teacher is responsible beyond the actual teaching of home-class groups, which require the utmost flexibility in the home-class program, are other situations which are certain to arise. The husbands of some women will be working on night shifts, requiring an adjustment of regular class schedules. The husbands of other women will be working on alternating shifts, making it necessary to arrange for a schedule of meetings which will alternately shift from forenoon to afternoon or evening and back every week or every two weeks, as the case may be.

In other instances, the mothers and grown daughters themselves will work away from home during the day and the class schedule must be planned to accommodate them after working hours and during the evening at some hour convenient to them. In all such irregularities, however, requiring class sessions after the regular day's work, the teacher, of course, should be relieved from a corresponding period of her work during the day as a compensation for the extra service required in meeting the needs of mothers and foreign-born women generally.

For all home classes, a schedule of two sessions per week should be attempted, and for a great many groups, Tuesday and Friday of each week are preferred. In classes composed wholly or partly of Jewish mothers, Friday is generally an undesirable day for class meetings because of home duties of the Jewish mother, who must prepare in advance for the proper observance of the Sabbath on Friday evening and on Saturday. For such groups, Monday and Thursday can usually

HOME CLASSES FOR FOREIGN-BORN MOTHERS

be arranged for the schedule of classes, with some adjustment of household work, moving the family washday up to Tuesday.

Teachers of home classes should be cognizant at all times of national and racial holidays, and should plan in advance for some adjustment of their group meetings in order to insure the unbroken attendance of all of the mothers in her group.



A TYPICAL HOME-CLASS GROUP

The above picture is one of many home-class groups previously maintained by the Philadelphia Public Schools, which were tactfully and successfully transferred to late afternoon classes in public school buildings.

III. THE SCOPE OF THE HOME-CLASS PROGRAM

A review of the foregoing section on "The Purpose and Nature of Home Classes for Foreign-Born Mothers" will give a fair conception of the widely diversified scope of home-class service. While the actual outline of home-class study and service will vary with the needs of the specific home-class group being served, a thorough education in the language and customs of America, and citizenship education for an intelligent participation in community, State, and national life, should constitute the warp of the entire course.

In addition to these major objectives are such problems as those of child care and feeding, homemaking, behavior problems, health and sanitation, family relationships, social participation, cultural expression and development, and the many adjustment problems which are confronted in counseling service.

A. GENERAL OBJECTIVES OF THE HOME-CLASS PROGRAM

Generally speaking, it may be said that home classes are characterized by the sympathetic and widely diversified types of social service they render. These varied, and at times rather intimate, services may be summarized, however, under the following list of general objectives of home-class service.

1. Instruction and practice in speaking, reading, and writing the English language.
2. Intensive education in the elements of the common branches.
3. Education and experience in the use of newspapers, periodicals, and the public library.
4. Instruction in American social customs.
5. Instruction in personal and home hygiene.
6. Instruction in foods and nutrition.
7. Instruction in the care and feeding of babies.
8. Instruction in homemaking.
9. Instruction in fundamental business practices.
10. Education in our form and machinery of government.
11. Group discussion of problems of family relationships.
12. Group discussion of problems of homemaking.
13. Group discussion of current political, economic, and social issues.
14. Group discussion of current events reflecting public problems and opinions (newspapers and periodicals).
15. Counsel and proctorship in the naturalization process.
16. Advice and assistance in immigration problems.
17. Group singing of American and native national airs.
18. Folk dancing and folk festivals.
19. Group and community choral work.
20. Social participation through group socials and social dances.

21. Class journeys to local points of interest.
22. Pilgrimages to the State and National capitols.
23. Service in public assistance, employment, medical, surgical, and legal aid.
24. General adjustment counseling service.

B. THE SOCIAL EMPHASIS OF THE HOME-CLASS PROGRAM

While the foregoing list of general objectives of the home-class program are indicative of the broad scope of service rendered, it should be borne in mind that each of these objectives is interpreted by the home-class teacher in terms of social problems and social consequences. The selection of course content in English and citizenship education, the group discussions and activities of the class, the counseling of the teacher, and the social service rendered, are all determined by specific individual or group needs.

The development of an ability to speak, read, and write the English language, and education in citizenship per se, are not enough. The assistance given by the teacher to the foreign-born mother in helping her to find her place in the land of her adoption is vastly more important than the mastery of English vocabulary and construction and the impersonal study of our democratic form of government. The home-class teacher should conceive of her job as being one of supplying the answers to two questions which each of her mothers is asking, namely, "What do I need to enable my family and me to live more successfully in America?" and "What do these principles and problems of democratic government mean to me?"

1. MATERIALS IN SPEAKING, READING, AND WRITING ENGLISH

While the home class room itself will furnish many objects which will serve as a basis for interpreting a practical beginning vocabulary expressed in the form of declarative sentences, and these in turn can be used as a means of interpreting question and answer forms as a basis for developing an ability to converse in English, the home-class teacher begins immediately to emphasize vocabulary and construction which are of special social significance to the foreign-born mother, including English forms of courteous expression, forms of introduction, customary forms in asking directions, questions and denominate numbers used in shopping, forms and postage used in writing and addressing letters, and like information having a distinct social bearing.

The American forms of greeting and courteous expressions are of immediate interest to the non-English-speaking mother. "Good morning," "Good evening," "Good night," "Good-bye," "How do you do," and even "Hello," are essential minimums. So also, "Please," "Thank you," "I am much obliged," "You are welcome," "Pardon me," "I am sorry," and the preferred forms of introduction are of immediate social importance.

The ability to ask directions is of practical value. "Can you tell me where the employment office is?", "Will you please tell me how to find the corner of Elm and Arch Streets?", "Where should I go to get the nearest doctor?", "What bus do I take to go to 2415 State Street?" and like expressions of the hundred and one possible needs of a person inquiring his way to a given point, should find early emphasis in the content of instruction in English.

Of the broad practical vocabulary which the home-class teacher may provide for her group, those English phrases and expressions used in making purchases at different stores should have preference and emphasis. In this vocabulary English terms for denominate numbers, such as, "A yard of cloth," "A spool of thread," "A pound of butter," "A dozen of eggs," "A peck of potatoes," "A loaf of bread," "A bottle of milk," "A can of pepper," and "A box of starch," are of prime importance.

So also, customary expressions used in inquiring the price of different articles, such as "How much is this by the yard?", "What is the price of eggs?", "What will five pounds of sugar cost?", "How much is this?" and like forms are of immediate practical consequence to the non-English-speaking mother. The answers to these questions, with a full knowledge of English terms for denominate numbers, such as, "Fifteen cents a yard," "Twenty-five cents a dozen," "Eleven cents a loaf," "Forty cents a pound," and "Twelve cents a bottle," are, of course, a part of the shopping vocabulary which should be stressed. It should be added that public school headquarters should provide mimeographed copies of American tables of weights and measures, which can be given to each member of the home-class group to keep as a reference.

Virtually every member of the home-class group has relatives or friends living at some distant point in America. Many foreign-born mothers have grown-up sons and daughters who live in another city, and the possibility of learning to write letters in English to their children away from home, has much of sentimental appeal and practical value to them. As soon as a meager ability to converse in simple English and an ability to write simple sentences in English have been developed, practice in letter writing and in addressing envelopes should be given a place in the classroom of the home-class group. In this connection, postage rates, not only of postal cards and of local and out-of-town letters, but also of parcel post shipments, insured mail, registered mail, special delivery, air mail, and money orders, should be given as essential phases of the English content of the course.

It should be added also, that the home-class teacher in her emphasis upon practical preparation to meet the everyday needs of the mother should not overlook the importance of preparation in telling time, in the use of the telephone, and in the use of the telegraph, with the possibility of wiring collect for money and of transmitting money by wire. So also, each home-class mother should be impressed with the importance of knowing where the fire alarm box nearest to her home is located, and how to operate it; where the office of the nearest physician is located,

and how to reach him in an emergency; and how to reach police headquarters, either in person or by telephone, if necessary.

2. MATERIALS OF THE COMMON BRANCHES

Even in working with mothers who are wholly illiterate, number work and simple computations should be included. Even such educationally handicapped individuals have a sense of number and will learn readily the English terms required and the processes by which the simple computations are made. For those who have had the advantage of schooling in their native land, many other matters can be brought in which are of great practical assistance to them, such as budgeting, the computation of interest, the exorbitant interest charges of finance loans, the carrying charges of the instalment plan, taxes, and like matters of importance to their family funds. For all of them, the calculation and balance of small household accounts, with definite assurance as to an ability to make change properly in American money, are parts of the elementary arithmetic which should be included.

For the wholly illiterate mother, some explanation of the anatomy of the body from physiology charts is always of interest and forms the basis for incidental work in personal health and home hygiene, in cleanliness and sterilization, and in the vaccination or quarantine of their children in attendance at public or other schools.

Enough of geography should be brought into the program to give the home-class group a full conception of the size and form of their adopted land and of the states that comprise it, serving as a basis for interpreting our representative government in citizenship education. Likewise, a globe or maps of the Old World are of special interest to the group, by means of which they are able to point out their native land and the approximate location of their early home, to discover the exact relative location in America of their present home, and to view in retrospect the distance traveled by them in coming to America.

So also, enough of history should be given that the members of the group will be properly impressed with the struggles made by the early colonists and the generations which have succeeded them in establishing and preserving the freedom which individuals in America enjoy. Without too much emphasis upon the shortcomings of the native lands of the members of the group, the home-class teacher should, nevertheless, impress them with the priceless heritage of American freedom—freedom of religious worship, freedom of speech, the freedom of the press, and the inalienable right to assembly.

3. SOCIAL AND RECREATIONAL ACTIVITIES

From the viewpoint of enriching the lives of the mothers of home-class groups, probably no phase of the home-class program contributes more than the proper planning of social and recreational activities. Within a single group itself, many of such activities are possible and constitute the most enjoyable aspects of the program.

With the introduction of courteous expressions and table manners, it is always enjoyable, whenever possible, to have light refreshments served. Some home-class groups plan for a social meeting once each month, at which refreshments are served, the members of the group taking turns in providing the necessary contributions. In other groups, socials, to which the families of the mothers are invited, are held in quarters secured in the basement of a church, in a lodge hall, or elsewhere.

In order to encourage the mingling of the foreign-born mother with those with whom she is not acquainted, home-class teachers have arranged, with great success, joint socials, entertainments, and festivals, participated in by all of the members of all of their home-class groups.

Joint entertainments held twice a year, in which the talents of the individual members of all home-class groups are employed, to which are added those of relatives, friends, and neighbors, have been found very successful. In such entertainments, folk songs and folk dances in costume, special choral and orchestral numbers, vocal and instrumental solos, and the singing of native and American national airs, contribute much toward mutual sympathy and understanding, toward common interests and purposes, and toward a consequent feeling of social unity.

In some communities an annual folk festival of a very ambitious nature is held, including pageants; male, female, and mixed choruses; folk dancing in costume; singing of native national airs; community singing of American national airs; and exhibits of art work and heirlooms, including knitting, crocheting, embroidery, pottery, ornamental baskets, woodworking, wood carving, china painting, batik, and all types of heirlooms and costumes from lands abroad.

Beyond these obviously interesting activities, it is possible for the home-class teacher to be of great service to the children and youth of foreign-born families through assistance in bringing about the establishment of playgrounds and play spaces for the children, club activities for the older girls and boys, minstrel shows for the young men, and social dances under the auspices of a church or fraternal order.

4. BROADENING THE CONTACTS AND ENRICHING THE LIFE OF THE FOREIGN-BORN MOTHER

Lastly, it should be said that among the thousand and one services and demands upon the attention of the home-class teacher, she should not lose sight of the fact that the composite, long-range objective of home classes is to broaden the horizon and to enrich the life of the individual mother. The program of home-class service should be so organized that from class journeys, from patriotic pilgrimages to the State and National Capitols, from excursions to points of scenic and historic interest, and from the social and recreational activities of the home-class group, should come a feeling of familiarity with American institutions and American public service which will lead the foreign-born mother to take advantage of the various opportunities which are available to her and to the members of her family.

The average immigrant is wholly unacquainted with the American free public library, largely unknown in many foreign lands. Through the efforts of the home-class teacher, reading matter in the native tongue of the immigrant family, and many English works adapted to the simple vocabulary of one-syllable words of the foreign-born resident, can be provided through free public library service for the members of home-class groups and their families. The foreign-born mother should be made fully acquainted not only with the location of the nearest public library branch, but with the procedure necessary in borrowing books for her family.

An important part of developing an ability to speak, read, and write the English language lies in the use of English newspapers and periodicals as class materials, the daily newspaper serving as an excellent measure of the achievement of an ability to read ordinary English understandingly.

Through the leadership of the home-class teacher, the foreign-born mother should be made to feel that she, as well as native-born Americans, has an interest in public buildings and a right to public service, leading to a full use of public parks and public facilities without fear.

In broadening the contacts and stimulating the interest and ambition of foreign-born women generally, the home-class teacher should not fail to bring to their attention the opportunities afforded by local evening schools. In connection with problems of homemaking, foods and cooking, clothing and dressmaking, interior decoration, and home nursing, the homemaking classes of the evening secondary school all offer every opportunity to the foreign-born mother to secure free instruction of inestimable value to her. In the selection and preservation of foods, in the selection and preservation of clothing, in laundering, in remodeling and dyeing, in millinery, and in clothing repair, the evening secondary school class has much to contribute to the foreign-born mother in assisting her in the practical duties she must perform and in the economy and thrift she must exercise.

In the responsibility for the broad and sympathetic social service imposed upon the home-class teacher, it should be added that, as friend and counselor of the foreign-born mother, the service of the teacher does not end with any given last session of the home-class group. As counseling service, the work of the home-class teacher should be characterized by a follow-up of the abilities she has developed and of the interests she has inspired, and she should stand ready at all times to assist in making arrangements for the entrance of such mothers into evening home economics classes or other activities which will continue the development of the mother as a more efficient homemaker, as a more intelligent rearer of children, and as a functioning part of the community in which she lives.

IV. GENERAL SUGGESTIONS TO TEACHERS AND LEADERS

To the teacher contemplating home-class service, it should be said, unless she has a genuine liking for people and children irrespective of their status in life, and unless she keenly desires abundant opportunities for very genuine and very intimate social service, she should stay out of the home-class field. Given the qualities of soul and mind indicated in the foregoing sections of this bulletin, she will find her way successfully as counselor and friend of the foreign-born mothers she seeks to help.

Experience has shown, however, that certain cautions, observations, and suggestions are of value to home-class teachers, particularly the uninitiate. Some of the more important suggestions as to contacting foreign-born mothers, equipment for classwork, and procedures in conducting a home-class program, are briefly discussed in the following sections.

A. CONTACTING THE FOREIGN-BORN MOTHER

1. Arrange for an introduction to the mother in her own home by a mutual acquaintance. It is always an advantage if the teacher can be introduced by the head of her church, the woman leader of her racial group, the community or school nurse, the home and school visitor, or a social worker personally acquainted with her, for such an introduction places the stamp of approval upon both the teacher and her program by someone whom the mother knows and in whom she has every confidence.

2. An introduction by the husband of a foreign-born mother, who may happen to be attending evening school classes, is always a source of pride to the foreign-born mother and carries with it the weight of his distinct and rather discerning approval and preference. In the absence of other possibilities, to be introduced to the home-class teacher by her own child, excused from school for that purpose, immediately creates a common ground of mutual interest and pride and touches a responsive chord within the mother that is almost invariably conducive to the development of a close friendship and a helpful relationship.

3. Make it a point to meet the mother in her own home, if possible, and in any event make a personal call upon her, but make certain that the mother knows of your coming in advance so that both she and her home may appear at their best when you arrive.

4. Never intrude personal calls upon the mother during the busy hour of preparing meals, and at all times avoid trespassing upon the privacy of her home and the members of her family.

5. Be natural and unaffected by making conversation through the interpreter as personal as possible, by the sincerity of your interest, and the expression of your face accompanying the interpreter's repetition of your questions and answers, listening to the interpreter but addressing your attention largely to the mother.

6. Dress as simply and inexpensively as possible so that the mother may not, in her own mind, suffer too greatly by comparison.

7. Seek and stress the matters of pride in the life of the mother, with sincere admiration and commendation for the ever-present trait or possession which deserves praise, thus developing a bond of mutual interest and understanding. Such matters of personal interest and pride may lie in the children or other members of the family, in the arrival and experience in this country, in fancy handiwork, in heirlooms, in costumes, in music, or in the skills and hobbies of the husband, but they are always there to be found by the skillful teacher and serve as a basis for a lasting and understanding friendship.

8. Remember that everyone has something or does something in which he takes pride and remember, too, that everyone needs and deserves the commendation of others for any excellence of performance or possession, however relatively insignificant it might seem to another.

9. Studiously avoid any situation which might conceivably bring embarrassment to the mother and remember that many of them have inherited a native refinement and culture which make commonplace to them the best of American good manners.

10. The native hospitality of the foreign-born home will early lead to an invitation to lunch or dine with the mother or her family, and all other duties should be set aside to accept and fulfill such engagements lest the sensitiveness of the mother interpret your refusal as being due to a feeling of superiority.

11. Respect the timidity and reserve of the foreign-born mother and do not press too strongly the matter of joining a home-class group until her friendship and confidence in you have been developed.

12. Without too great persistence, explain the plan of the home class, emphasizing the points that it will be entirely without cost, that only a few of her most intimate relatives and friends will be in the group, that meetings will be held in the homes of the members of the group, and that such meetings will be held at a time which will not conflict with home duties.

13. In calling upon the foreign-born mother, do not prolong your call and do not fail to make an arrangement as to the time for a second call.

14. Respect the privilege which is extended to you in being admitted to the home of the mother and never, under any circumstance, take a visitor or sight-seers with you when making a call.

15. Generally speaking, the work of the home-class teacher should be influenced by the necessary emphasis upon service to the most needy, and the more humble and destitute the home encountered, the greater should be the effort made by the home-class teacher to find some means of providing the service needed.

16. In all contacts with foreign-born mothers, base your explanation and appeals to the mother on the best interests of her children and her home, stressing the following points:

- a. A knowledge of the English language and American customs will enable her to keep abreast of her children who are attending public or other schools, where more and more each day they become accustomed to the language and customs of America.
- b. It will enable her to continue her companionship with her children and take her part in their lives with full understanding.
- c. It will be a source of pride to and win the respect of all of her children.
- d. It will help her to keep abreast of her husband and older sons and daughters who are learning the language and customs of America through the contacts of their daily employment.
- e. It will enable her to read English newspapers and periodicals and to take advantage of free public library service for her family and herself.
- f. It will enable her to go about town, ask directions, and visit local places of interest and amusement without hesitancy.
- g. It will enable her to shop at all types of stores and purchase supplies for her family wherever she can find the best bargains.
- h. It will enable her to write letters to her sons and daughters, or other relatives, in distant cities.
- i. It will enable her to secure an understanding of American government and prepare her for naturalization as essential steps in becoming a part of her adopted country.
- j. It will enable her to establish and retain contacts with the teachers of her children in school and to cooperate with them fully for the best interests of her children.
- k. It will enable her to make social contacts with English-speaking people and further the chances of success for her children in the land of her adoption.
- l. It will make her own life more interesting, more enjoyable, and more useful, as the mother of her children and as a member of the community in which she lives.

B. EQUIPMENT FOR HOME-CLASS TEACHING

1. Although the home-class teacher will spend virtually all of her time in contacting foreign-born mothers, organizing them into home-class groups, teaching them, and rendering to them the various services which they need and should have, she will have need of some place which will serve as headquarters for her, at which point messages from the superintendent of schools, or others, can be left; where she can plan her work; keep her records; make out her reports; hold conferences, and house the books, supplies, and equipment which she uses in her work. This need is met best by allocating space to her in the office of the principal or elsewhere in the building of the elementary school most convenient to the district being served.

2. For headquarters equipment, the home-class teacher should be supplied with a desk and office chair, one or two additional chairs for conferences, a supply cabinet, letter-size files, and three by five card index files.

3. For office supplies, the teacher will need in her work the usual office equipment of pen, ink, stationery, plain and scratch paper, correspondence folders, and three by five white cards.

4. For classwork, the teacher will need an adequate supply of suitable texts, plain white eight and one-half by eleven paper, pencils, and erasers, to be used by the members of her home-class groups.

5. As equipment for preparing home class materials, the teacher will need, in addition to the foregoing, a supply of regulation drawing paper and an assortment of colored crayons for preparing flash cards; and paper shears, ruler, library paste, mucilage stickers, paper clips, and art gum, for the preparation of exhibits to be used in classwork.

6. Much of the equipment needed by the home class teacher in the presentation and interpretation of a practical vocabulary will be found within the home itself, and should be used and interpreted in groups somewhat related as indicated in the following:

door	knife	needle	egg	pan
window	fork	thread	butter	pot
floor	spoon	twine	bread	kettle
wall	cup	rope	tea	can
ceiling	saucer	button	coffee	jar
table	plate	scissors	milk	crock
chair	glass	shears	water	match
picture	bowl	pin	bottle	broom
towel	salt	apple	potato	book
washcloth	pepper	orange	carrot	paper
napkin	sugar	lemon	beet	pen
soap	vinegar	banana	cabbage	pencil
mop	mustard	pear	onion	ink
tub	ketchup	peach	tomato	chalk
washboard	celery	grapes	beans	eraser
brush	garlic	cherries	lettuce	ruler

7. For classwork with groups which are unable to meet in the homes of the members of the group but find it necessary to secure quarters in a church, a lodge hall, the fire house, the settlement house, or elsewhere outside of the home, the teacher will have need for a large suitcase in which she can carry to the classroom many objects, specimens, and models to assist her in the presentation and interpretation of English vocabulary, including the foregoing groups, and such others as the following:

- a. A clock dial, purchased from some school supply company, for telling time.
- b. Toy utensils purchased from the five-and-ten-cent store.

- c. Samples of such objects as nails, screws, tacks, bolts, nuts, hinges, casters, hammer, and wrench.
- d. Samples of jewelry and decorations, such as ring, earring, necklace, bracelet, brooch, buckles, combs, and bobby pins.
- e. Samples of colored yarn to be used in teaching the English terms for colors.
- f. Small samples of leather, rubber, linoleum; and of wool, cotton, silk, and linen cloth.
- g. Samples of fruits and samples of vegetables.

8. For classwork in homes and elsewhere where permanent wall blackboards are not available, the home-class teacher should be equipped with chalk, eraser, and cloth blackboards which can be rolled when not in use. Such cloth blackboards should be of good size, and because of inconvenience in carrying them, each teacher should be equipped with several to be rolled up and stored in the home between group sessions. Where the places of group meetings are close to each other, one cloth blackboard can be made to serve several groups with a minimum of inconvenience to the teacher.

9. Permission should be granted by the superintendent of schools to the home-class teacher to purchase other materials and equipment in small amounts as needed for classwork.

C. PROBLEMS OF HOME-CLASS TEACHING

1. That the home-class type of teaching is the supreme test of teaching ability is particularly true in the case of the non-English-speaking mother, mature in years, who has never had an opportunity to learn to read and write in any language. For her, the vocal sounds of her native tongue have never been associated with print and script symbols. Too often a lifetime of mental dormancy has rather unfitted her for a reasonably rapid development of the multifarious association bonds entailed in learning to read and write her own language. To add to such difficulties the problem of the oral symbols of a language new to her, involving many new sounds and combinations of sounds, complicates the issue and raises a very real problem for both teacher and student.

2. As a rule, the home-class group will be largely ungraded and will require a combination of group work in the interpretation of vocabulary and sentence structure, and individualized instruction in teaching speaking, reading, and writing.

3. The need for individual help, requiring the entire attention of a teacher, will leave a feeling on the part of others that they are being neglected in favor of the one, unless there is a careful distribution of such individual attention and provision made to keep all members of the group occupied and busy at all times.

4. The foreign-born mother is extremely sensitive and the greatest tact and diplomacy are required in completely minimizing her handicaps and shortcomings and emphasizing, with enthusiastic approval, the success of any effort made, however small.

5. The class period should be one devoted to work and care and must be used to retain and cultivate the friendship of the individual mothers initiated at the time of your previous calls, and at the same time leave the impression that all are expected to pay close attention and devote themselves to the study and work at hand.

6. The fact that each mother is somewhat ashamed of her inability and is loathe to be compared with others of the group, creates a barrier among the mothers themselves, which will retard their learning unless the teacher can eliminate this feeling and develop an atmosphere of wholehearted interest and a complete freedom of expression.

7. The fact that some mothers will want to discuss their personal problems during the class period and must be, for the time, refused the attention they desire, make it doubly important that the teacher arrange permanently for a period immediately following classwork for individual conferences, at which time the mother will be reassured of the interest and companionship of the teacher.

8. Some mothers will find it necessary to bring one or two of their youngest children with them, and, if at all possible, arrangements should be made for a playroom adjoining the classroom and an assistant to be placed in charge to entertain, with toys and games, such children during the class period.

9. Although wholly unable to read and write in any language, every mother will want to begin reading and writing with the first session, and although contrary to approved methods of teaching a language, if the interest and attendance of such mothers is to be retained, the teacher will have to provide them copy of some sort for writing purposes, preferably the names or the names and addresses of the mothers, even though for the wholly illiterate mother it will represent nothing more than a process of tracing her name.

10. In home-class work, it is essential that the teacher speak very slowly and distinctly at all times, and in groups containing non-English-speaking mothers, the teacher should begin with only a very few carefully selected words and be constantly on guard against confusing the members of the group by employing words which have not been interpreted to the group and hence are utterly meaningless to them.

11. While the use of a textbooks for reading should be withheld until the mothers have established a minimum basic vocabulary which will avoid malassociations and gross mispronunciations, the possession of a book is a matter of great pride to them and often the teacher will find it necessary to distribute textbooks at the first meeting of the class group, even though their ability to use them to advantage lies in the future of their work.

12. Occasionally, from hard work or rheumatism, the hands will be too stiff and clumsy to grasp firmly the ordinary pencil, making learning to write a difficult procedure, in all of which cases the teacher should use larger copy and employ the large, soft lead, primary pencil.

13. In those instances in which the home-class teacher is able to speak the native language of the members of her home-class group, there

will be a tendency to employ the native language of the mothers in the interpretation of English terms instead of relying upon the direct association of English symbols with the objects, actions, and relationships which they symbolize. While it is of advantage for the teacher to be able to speak the language of the members of her group in making contacts, in conferences, and in counseling them, no language other than English should be permitted during the class period. Before and after the class period the native language of the members of the group may be used to good advantage during the early sessions, but the teacher should make every effort to accustom her mothers to comprehending and speaking the English language as soon as they are able to converse in English, however little.

14. It should be repeated that the home-class teacher should bear in mind that many of the members of her group are wholly illiterate, that many of them are convinced that they are too old to learn, and that all of them have been accustomed for years to a life of mental dormancy, requiring the utmost in patience, tact, and commendation over a long period of slow development.

D. METHODS, PROCEDURES, AND DEVICES

1. DIRECT ASSOCIATION

The task of teaching English to foreign-born mothers is a problem in methods of teaching modern languages. Teachers of such home-class groups should be well grounded in the principles of the direct method, the conversational method, the Gouin method, and the analytical-inductive method.

The so-called translation method is never used. The purpose of the home class is to develop facility in speaking, reading, and writing the English language, and no language other than English should be permitted during the class period, except at rare intervals in the interpretation of the meaning of a particularly subtle and difficult word or phrase. The speedy recalls required in speaking a language with ordinary fluency, or in comprehending what is said when it is spoken with ordinary fluency, do not permit time for slow translation processes, inevitably defeating a normal use of a language when so learned.

In teaching home-class groups, whether they are English-speaking or non-English-speaking, all interpretation of vocabulary and all drill and review should be based entirely upon direct association of objects, actions, relationships, and attributes of objects, actions, and relationships, with their oral, print, and script symbols.

2. TEACHING WRITING

Writing in beginning classes, other than the formation of English script characters and perhaps the writing of names and addresses, should be postponed, if possible, for several class sessions. Since by the analytical-inductive method spelling is learned by reading and writing sentences, rather than by the synthetic process of constructing words out

of letters, the alphabet, in its traditional order, is not important, except as practice in the formation of script symbols.

As the work develops, the use of a unilingual English dictionary should be anticipated, and practice in the formation of script symbols should be accompanied by sample alphabets, arranged in the traditional order, on sheets of paper prepared for this purpose. So also, the principle of direct association suggests that, in early practice in forming script symbols, all copy of capital and small script characters be placed immediately below the appropriate printed characters.

After habits of English pronunciation have been thoroughly established within a limited vocabulary, and reading of sentences which have been thoroughly mastered begins, the writing materials for each class session should be identical with the reading lesson for that session. To permit writing to lag behind reading, with students consequently writing only those lessons of a session or two before, is to fail to take advantage of direct association in the learning process.

3. INTERPRETATION OF VOCABULARY

In the interpretation of English nouns, pronouns, and adjectives, objects and pictures of objects will serve as a means of directly associating such symbols with the things that they symbolize, utilizing many objects of the room, the household equipment, and the suitcase laboratory equipment previously discussed. Dramatization of sentences will serve to interpret quickly and unmistakably the more common verbs and adverbs which are used in beginning lessons, the teacher acting out enthusiastically and precisely the sentences in which such verbs and adverbs are used.

4. THE USE OF PICTURES

In addition to the suggestions as to objects, specimens, and models discussed in the foregoing section on "Equipment for Home-Class Teaching," great advantage is found in the use of pictures as a means of interpreting vocabulary for all objects not readily available to the teacher. From mail order catalogs, the home-class teacher will be able to secure excellent pictures of scores of articles which can be pasted on drawing paper with the English term in print and in script just below, and used throughout the course for drill on and review of vocabulary. Among the many different types of pictures which are thus available are those of

Men's clothing	Pipes
Women's clothing	Tobacco
Baby goods	Water bottles
Footwear	Crutches
Boots	Canes
Underwear	Lamps
Furniture	Flat irons

Radios	Ironing boards
Refrigerators	Dishes
Rugs	Pans
Stoves	Kettles
Washing machines	Food grinders
Kitchen utensils	Toasters
Tools	Curtains
Bedding	Draperies
Sporting goods	Window shades
Telephones	

From fruit, vegetable, and flower seed catalogs, scores of other pictures in color can be likewise obtained, illustrating the various fruits, vegetables, and flowers used in the average home.

From magazines and periodicals, other pictures can be secured and used in the same way, of houses, porches, garages, flower beds, lawns, street cars, buses, automobiles, horses, cows, dogs, cats, birds, trees, streets, smoke, stores, and innumerable other objects which should become a part of the speaking vocabulary of the foreign-born mother.

Likewise, the resourcefulness of the average teacher will lead her to use calendars of medium or large size in the interpretation of the days of the week and the months of the year.

5. ENUNCIATION

The teacher should speak slowly and distinctly at all times, and with non-English-speaking groups the vocabulary used should be restricted to that of the group, because speaking either rapidly or indistinctly leads only to confusion in the minds of the mothers and to their ultimate discouragement and defeat.

6. THE USE OF ABSTRACT TERMS

Abstract terms should be avoided as largely as possible in the vocabulary selected for beginning lessons until a minimum basic vocabulary has been established sufficiently large to assist, by the very context of sentences, in interpreting rather accurately the meaning of such abstractions. In spite of the value of questions in developing practice in speaking, care must be taken in non-English-speaking groups to develop a fundamental foundation which will serve as a basis for interpreting such interrogative terms as "Who," "Which," "What," "Where," and "Why."

7. ANALYZING LESSONS INTO THEIR ELEMENTS

The home-class teacher should realize that of the many English words, their variations, and the varying English construction, each represents an element which must be carefully presented and interpreted to the home-class group, and each, in turn, must be mastered before the foreign-born mother can proceed without confusion to the next. Whatever lesson sheets or texts are used, the teacher should analyze each lesson

into its elements, giving each one adequate attention before moving on to the next lesson. Thoroughness, particularly in beginning work, avoids confusion in the minds of students and, in the long run, makes for a much more rapid progress.

In the average text for immigrants available in the open market, it is not uncommon to find a single beginning lesson with as many as thirty or forty separate and distinct elements, including the use of both forms of the indefinite article; the definite article; singular and plural noun, pronoun, and verb forms; and first, second, and third person forms of the personal pronoun, to say nothing of the several objects, actions, and relationships to be added because of specific common nouns, verbs, prepositions, and conjunctions used. Obviously, such a lesson contains so many elements that only the most thorough analysis and interpretation can avoid confusing the students as to their respective meanings.

8. INTERPRETING THE NEW IN TERMS OF THE OLD

In developing the course from the beginning, the teacher should study the equipment of the student and start from where she is, leading her forward, step by step, by interpreting each successive step in terms of one or more of the steps or observations previously experienced by the mother. Particularly in planning the sequence of grammatical units is it necessary to arrange them in a sequence so that as each one is approached for presentation, there will be found something in the units of grammar preceding it that will serve as a basis for interpreting it. Thus "you" will be interpreted in terms of "I," "we" will be interpreted in terms of "you and I," "they" will be interpreted in terms of "we," "books" will be interpreted in terms of "book," "men" will be interpreted in terms of "man," and past tense "last week" and future tense "next week" will be interpreted in terms of present tense "this week."

9. PROCEEDING FROM THE KNOWN TO THE UNKNOWN BY SHORT AND RELATED STEPS

In the last analysis, the progress of students depends upon the care with which the teacher builds each successive lesson, the thoroughness with which each lesson is completed, and the amount of drill, repetition, and review provided as a means of strengthening the association bonds which have been created, sufficient to guarantee the retention of both symbols and meanings in using the English language.

In analyzing each lesson into its elements, the good teacher sees that no element is overlooked, for to do so is to leave gaps in the orderly process of the mother's learning which are certain to lead to confusion, misunderstanding, and discouragement. Good teaching probably depends more than anything else upon the ability shown by the teacher to anticipate the difficulties of the mother. If the procedure is slovenly and hasty, certain essential elements will be overlooked in the beginning lesson, causing uncertainty and indefiniteness in the second lesson, while

in the third lesson the efforts of the student to keep abreast only result in additional malassociation, more uncertainty, and a growing confusion, eventually resulting in the defeat of the best efforts of both the student and the teacher.

The gravest responsibility of the home-class teacher is that of preparing her lessons. In the presentation of such lessons, the most important consideration is to see that each successive presentation is definitely and immediately related to that which has gone before, that no gaps occur in the building process, and that each of the elements involved has been clearly interpreted to the mothers of the group.

10. FREQUENT TESTING OF THE ACHIEVEMENT OF MEMBERS OF THE GROUP

As a means of guaranteeing thoroughness, abundant drill and frequent reviews contribute much to the effectiveness of classwork, not only through the constant cumulative repetition they afford, but also because of the fact that such reviews disclose the weaknesses of instruction and the resulting needs of students. In attempting to integrate the course content from the beginning, repeated reviews should be made from time to time, covering the essentials of vocabulary, sentence structure, and grammatical usage. Such reviews should be made in the nature of a program for testing the achievement of students by throwing the members of the class on their own resources in the choice of terms, sentence structure, and grammatical form used in such reviews employing simple completion sentences, in which the desired word is left blank, and multiple choice sentences in which the mothers are to select one of three or four possible terms to complete a given sentence.

11. CONVERSATION

After the development of a minimum basic vocabulary, questions such as "Who am I?" "Who are you?" "What is this?" "What is that?" "Where is the book?" "Have you a pencil?" and "Where do you live?" will serve nicely as an early means for practice in speaking and for education in understanding spoken English, all answers to be given in the form of complete sentences.

When the vocabulary of the student is equal to it, many interesting topics for general discussion are available, including a description of their home in the Fatherland, a description of the trip made to America, matters of personal interest, current events, a discussion of proverbs and their meanings, one of the most enjoyable days ever experienced, what would be considered a first-class dinner for a hungry person, a description of the last moving picture show, what one would do for a two weeks' vacation if given all the money needed and permitted to go where one wished, and like homely but interesting topics of strong appeal and not unmingled with wholesome fun and a desirable feeling of group unity.

12. PREPARATION FOR CLASSWORK

The home-class teacher should be thoroughly prepared before going to a class meeting, including not only the plan for the development of the lesson, but also paper and pencils for the mothers, and the objects—specimens—models, or pictures which might be required in interpreting the vocabulary of the lesson.

If the class is largely ungraded, sufficient busy work should be arranged to keep all members of the group occupied throughout the class session, including copies for practice in writing or assignments in more advanced work to copying of the lesson for the day, and other simple exercises and problems depending upon the status of the classwork in numbers and simple arithmetic. Abundant practice should be given each mother in writing her name and address so that she may be able to sign report cards and other matters, when called upon, in a clearly legible hand.

The teacher should always have her lesson well prepared and ready to present to the group, going from one point to the other without hesitancy or loss of time.

13. THE USE OF FLASH CARDS

As a substitute for adequate blackboard space, which is always a problem in home-class teaching, the full use of flash cards seems to be the best available substitute. By the preparation of appropriate flash cards, practice in recognizing and reading print and script symbols and numerals, as a basis for reading, can be achieved, to be used at times throughout the course in drill and review work, and to check on the comprehension of the meanings of words and sentences. By writing brief, simple commands on flash cards, the teacher is able to secure a dramatization of such commands by the mothers, which will serve as a test of their comprehension of such commands. So also, in a review of grammatical forms, including singular and plural nouns, the proper use of the definite and indefinite articles, through to the correct person, tense, and voice forms, the flash card serves as a means of speedy, intensive, and effective drill, review, and testing.

Many other uses can be made of the flash card procedure by pasting pictures of still objects and objects in action on regulation drawing paper and with the English oral symbol in print and script underneath, or, as the case may be, a simple sentence in English describing the action of the picture, such as "The boy is running," and "The woman is buying groceries."

14. THE USE OF NEWSPAPERS AND PERIODICALS

Whenever possible after an ability to read simple English is attained, newspapers and periodicals should be brought into the classroom, not only as an abundant source of supplementary reading material, but also as the first steps in developing a wholesome understanding and attitude

toward the current events in the life of the community, the State, and the Nation. Used as a basis for personal reports by students and for general class discussion, such current news items can be made the basis of a thorough and effective education in citizenship.

In addition to the general use of the newspaper, special attention should be given to advertisements of sales, weather reports, the radio program, if the mothers have radios, classified ads, and like features.

15. THE USE OF AN ENGLISH DICTIONARY

One of the greatest services that a home-class teacher can render the members of her group is to help them to help themselves. Since the teacher cannot be available at all times for help and information, attention should be given early in the course to building up a knowledge of alphabetical characters in their traditional order, wholly separate and apart from writing and spelling to which the alphabet bears only incidental relation, but rather as a means of preparing them for the use of an English dictionary. Next, in connection with simple phonics, a list of key words, selected as largely as possible from the vocabulary of the mothers which they rarely, if ever, mispronounce, should be selected as a basis for diacritical marks and pronunciation.

While, as a rule, these will not be found to represent the complete list of diacritical marks and sounds needed in the general use of a unilingual English dictionary, the list can easily be completed by the teacher through special attention to words containing the remaining sounds and marks needed. When equipped with this list of key words and appropriate diacritical marks, the mother is ready to begin the use of an English dictionary, not only as a guide to pronunciation, but also as a means of extending her vocabulary in reading the daily English newspaper and English periodicals.

16. NATURALIZATION SERVICE

One of the significant responsibilities of the home-class teacher lies in assisting her mothers in securing their first papers and in following them through the two-year to seven-year period required for petitioning for naturalization.

The home-class teacher should check carefully the citizenship status of the mothers in her group, offer her service not only in educating the mothers in citizenship for the naturalization examination and in all of the problems arising in the process of naturalization, but also in personally going with the mother and assisting her in making out her declaration of intention and her petition, and giving further aid in such matters as her certificate of arrival, her residence and witnesses, her photographs, and like details.

17. IMMIGRATION SERVICE

As in connection with the naturalization process, certain problems arising from our immigration policies furnish a broad field of service for the home-class teacher. Separated families, filled quotas, lost certificates

of arrival, the location of birth certificates, complications of county and national residence, the citizenship status of married women, the many variations of citizenship by birth, and like difficulties often present obstacles quite too difficult for the foreign-born mother to overcome alone. The friendly counsel and material help of the home-class teacher in such matters will effectively demonstrate to the foreign-born mother the true spirit of America, which the teacher in all of the phases of her work is attempting to interpret to her group.

18. SOCIAL UNITY

Since the ultimate purpose of the entire program of literacy and citizenship education is social unity, the organization of home classes, the course content, and classroom procedure should all be planned, as largely as possible, to this end. While racial customs often restrict the freedom of foreign-born women, whenever possible these should be carefully weakened and broken down, enabling such women to go and come at will, particularly in attending public evening schools and the socials and parties held in conjunction with the home-class work.

While there is a tendency among racial groups to remain aloof and to prefer classes made up of individuals of their own nationality only, the mingling and association of all nationalities in a single group or classroom will go far towards uprooting deep-seated racial hatred and prejudice and equipping the members of the group with an attitude of tolerance and open-mindedness essential to American citizenship.

In view of these facts, while in the organization of home-class groups racial groupings will tend to predominate, the home-class teacher should early begin the planning of joint meetings of different home-class groups and of parties, socials, banquets, entertainments, and folk festivals, which will break down any existing racial prejudice and prepare each mother to assume her rightful place in a cosmopolitan and democratic Nation.

19. ADJUSTMENT COUNSELING

Lastly, it should be repeated that the primary function of the home-class teacher lies in being a friend and counselor of foreign-born mothers. Without exception, these mothers need and should feel the protecting influence of a friend who cares, and the security of a friendship standing as a refuge in their time of trouble.

At times, this service will include help in securing work for the husband and father. At other times, it will insist in securing a duplicate copy of a declaration of intention. Again, it may secure free clinical service for some member of the family.

It will at times secure needed public assistance. It may prohibit the payment to unscrupulous persons of exorbitant sums for citizenship paper asserted by them to be regular governmental fees. It may consist of letters to the Federal Immigration Bureau. It may be in the nature of letters to a grown daughter, married and living in another city, or to a son who has gone elsewhere to work and has neglected to write home.

In meeting the thousand and one possible needs of the foreign-born mother, the home-class teacher can either furnish the immediate help needed or communicate with a social service organized to render such assistance in such cases. Of whatever nature the needs of the foreign-born mother may be, the home-class teacher should never treat lightly the problems which are brought to her for solution, nor manifest amusement over the perplexities which trouble them. No matter how trivial they may seem to an outsider, the problems of the foreign-born mother are for her very real and very difficult.

Being on call day and night to assist the members of her groups, the home-class teacher will eventually probe the innermost depths of the mother's heart and will find imposed in her the gravest and most intimate of confidences. The teacher must be both patient and sincere, giving her best to the problems which are brought to her, refusing to pass judgment hastily, and being sure of her ground before giving advice. Under no circumstances should she betray the confidence of a mother, but should be constantly on guard to preserve the trust imposed in her and the implicit confidence of those whom she is attempting to serve.

The chief reward of the conscientious home-class teacher should lie in the conviction that her work is a self-perpetuating service. Through kind, sympathetic, and necessary intimate services, her personality and influence in the home life and ideals of our foreign-born residents are extended years and generations into the future.

Just as ignorant or crude or vicious or criminal parentage leaves its indelible mark upon children and the children's children of such homes, so too, home-class service, raising home standards of living, stimulating interest and ambition, increasing cultural appreciations, and refining the spiritual excellence and ideals of the home, will cast its wholesome reflection, from generation to generation, down through posterity with an inestimable and increasing advantage to social well-being and social progress.

E. NATIONAL AND RACIAL OBSERVANCES

In the teaching of home classes for foreign-born mothers, it is important that the members of the class become acquainted with the nature and significance of our national holidays and festival observances. It is doubly important that the home-class teacher be fully acquainted with the nature and significance of the racial and national holidays of the members of her groups. In this connection, the following is quoted verbatim from Bulletin No. 63, "Organization and Administration of Home Classes for Foreign-Born Mothers," 1931, by Miss Lucy W. Glass.

1. NATIONAL AND RACIAL HOLIDAYS

"Nothing gives more pleasure to the various members of the class than to be asked to tell something of the customs of the homeland. It is of special interest to all and may frequently be used as a means

to develop English conversational ability during the time set apart for this in the lesson period.

"With this thought in mind, the United States Office of Education has prepared the following list of the most generally recognized holidays of each of the principal nationalities and races represented in the United States.

Belgium—July 21—'Independence Day.' (Independence from Holland secured in 1831.)

Czecho-Slovak—July 6—'Martyrdom of John Huss Day.'

Denmark—June 5—'Constitution Day.' (Signed 1849.)

England—First Monday in August—'Bank Day.'

France—July 14—'Bastille Day.'

Greece—April 7—'Independence Day.'

Hebrew—April (or March)—'Passover.'

Irish—March 17—'St. Patrick's Day.'

Italy—September 20—'Italy Day.' (Complete unification of Italy.)

Jugo-Slav—June 28—'Kossovo Day.' (Anniversary of the Battle of Kossovo, 1389.)

Lithuanian—March 4—'King Cassimir Day.' (Patron of Lithuanians.)

Mexican—September 16—'Independence Day.' (Independence gained in 1810.)

Netherlands—August 31—'Queen's Birthday.'

Norway—May 17—'Independence Day.'

Polish—May 3—'Constitution Day.'

Portugal—October 5—'Republic Day.'

Russia—'Easter' or 'Christmas.'

Serbia—June 28—'Kossovo Day.' (Anniversary of the Battle of Kossovo, 1389.)

Spain—May 17—'King's Birthday.'

Sweden—'Gustavus Adolphus Day.'

Switzerland—August 1—'Federation Day.'

"The teacher should know the history and significance of these holidays in other lands and be able to talk intelligently about them when they form the basis of class conversation.

2. IMPORTANT JEWISH HOLIDAYS

"Certain racial holidays are anniversaries of events in national experience the nature of which renders their observance a sacred privilege.

"We must respect the mothers of all racial groups in their love for their own national holidays and their desire to observe them, if we would inspire them with a feeling of respect for the things America holds dear.

"A mother's absence from class to observe a day sacred to her own people, should not be censured.

"For the information of the home-class teacher and to furnish her with a reason for temporary absence of mothers from class at certain times, the following list of Jewish holidays is supplied.

September 12-13—'Rosh Hashonah'—Beginning of the Jewish Religious Year.

September 21—'Yom Kippur'—Day of Atonement.

September 26-27—'Feast of Tabernacles'—Historical Festival—Use of the tabernacles during the Israelites' sojourn into the desert.

October 3—'Shmini Azereth'—Marks the conclusion of the Feast of Tabernacles.

October 4—'The Feast of Law'—The reviewing of the Law.

December 5-12—'Hanukah'—Commemorates the victory of the Jewish people against the Assyrians.

March 22—'Purim'—Commemorates historical event—Victory of the Jewish people over Haman, who sought to exterminate them.

March 21-28—'Passover'—Liberation of the Israelites from Egyptian aggression.

June 10-11—'Feast of Weeks'—The giving of the Ten Commandments to Moses at Mt. Sinai."

3. OUR NATIONAL HOLIDAYS AND HISTORICAL ANNIVERSARIES

"The holidays we observe and the historical anniversaries we commemorate, mark the heart throbs in our national development. Properly explained to the class on the date of their recurrence, they present to the mothers a vivid picture of the heroic and patriotic achievements that have made our Nation great and the consecrated service rendered by those who have contributed to that national greatness.

"No teacher can afford to miss this opportunity to secure class recognition of these anniversaries, which will inspire loyalty and devotion to the *new homeland*.

September—First Monday—'Labor Day.'—Only holiday established by Act of Congress. Established 1894.

October 12—'Columbus Day.'

November—(First Tuesday after first Monday) 'Election Day.' Explain carefully how each voter has a voice in our country's government. A fine opportunity to explain what it means to be a citizen of the United States, etc.

November 11—'Armistice Day.'—Brought to an end the Great War and the rejoicing felt by the Nation was voiced in President Wilson's Thanksgiving Proclamation. (Teacher may read this Proclamation to the class, if sufficiently advanced in English to understand).

November—(Last Thursday)—‘Thanksgiving Day.’ First celebrated by the Pilgrims in Massachusetts in 1621 after gathering their first harvest. Various colonies later set aside a day of thanksgiving for unusual prosperity. After the Revolutionary War, New England observed the custom annually. The first national day of Thanksgiving was proclaimed by President Washington in 1795. The custom has been observed annually, without interruption, since the close of the Civil War, when our country had come to a new sense of its duty as a Nation.

December 25—‘Christmas Day.’ Observed throughout the entire Christian world. Most of our Christmas customs have come to us from England but Norway, Sweden, Denmark, Poland, Russia, and Germany have contributed certain features to American festivities in different sections of the country. (A Christmas party—a time of joy and gladness for the mothers could be arranged.)

January 1—‘New Year’s Day.’ A new beginning—a time to decide new plans and make new resolves pertaining to matters affecting conduct and right living.

January 19—‘Lee’s Birthday.’ (Observed in Southern states.) Southern officer in Civil War. After surrendering his army at the close of the war, he issued one of the clearest trumpet calls to patriotism ever voiced in America.—‘Recollect that we form one country now—Make your sons Americans.’

February 12—‘Lincoln’s Birthday.’ Tell the story of his life and service—the difficulties he overcame in keeping intact the national government that Washington had helped to establish. One of the *common* people who did great things for this country.

May 30—‘Memorial Day’—sometimes called ‘Decoration Day’—is the most sacred and beautiful of our national holidays—a day on which an undivided Nation pays tribute to its soldier dead. Earlier bitterness and sorrow has faded away, leaving a softened solemnity. Our soldier dead are brothers—sons of a great Nation—‘A great Nation that has but *one* heart.’

(Some Southern States observe the day earlier owing to the earlier blooming of spring flowers.)

June 14—‘Flag Day.’ Flag adopted by Congress, June 14, 1777. Teacher should have a flag in a holder to place on table surrounded by the class. Tell them the story of its origin—why its colors were selected, why it contains thirteen stripes, how many stars and what each represents—its uses, the respect we should show it as the emblem of our country, etc.

July 4—‘Independence Day.’ Since the school year closes before July 4th, an opportunity may be given to discuss all that it means to us as a Nation, sometime in June—perhaps after ‘Flag Day.’ The story of our Independence should be as familiar to our new Americans as to our native Americans.”



A SOCIAL GATHERING OF HOME-CLASS MOTHERS

The above picture shows the mothers of a number of home-class groups of Butler Township, Butler County, who are broadening their contacts and acquaintances at a joint gathering purely for social purposes.

V. LEGISLATIVE PROVISIONS FOR HOME CLASSES

Home classes for foreign-born mothers are one phase of the State program of literacy and citizenship education which, in turn, is a part of the State program of extension education for out-of-school youth and adults. Legislative enactment provides that all types of extension education for out-of-school youth and adults shall be an integral part of the State program of free public schooling, making all appropriate legislation applying to the organization and administration of day elementary and secondary schools equally applicable to home classes for foreign-born mothers and other phases of the literacy and citizenship education program, and to other types of extension education.

The following excerpts, quoted verbatim from the School Laws of Pennsylvania, contain the major legislative provisions relating to extension education and may be construed as being directly applicable to the organization and administration of home classes for foreign-born mothers.

A. EXTENSION EDUCATION LEGISLATION GOVERNING THE ORGANIZATION AND ADMINISTRATION OF HOME-CLASSES FOR FOREIGN- BORN MOTHERS

By legislative enactment, any type of approved educational, recreational, or social service for out-of-school youth and adults, which a given board of school directors may deem advisable, is eligible for extension reimbursement equivalent, on a percentage-of-the-minimum-salary basis, to that to which such board is entitled for the maintenance of its day schools.

Extension education activities may range from public forums and parent education discussion groups to regularly conducted formal class work in the evening elementary or secondary schools; or from a brief, intensive ten-hour course in blue-print reading or power-machine operation, to the formal one-hundred-twenty hour course of the standard evening secondary school.

Recreational activities may range from group work in creative art, music, and dramatics, to gymnastics, swimming, and competitive sports; from hobby clubs in handicrafts and general shop work to community center service with any desired function from social dances to library and reading-room service, and embracing any other activity desired; from choral, orchestral, and band work, to community field meets, exhibits, pageants, and festivals.

For those out-of-school youth and adults who wish to improve themselves by further systematic study, the standard evening secondary school has been created. By proper organization of evening secondary school programs and approval by the Department of Public Instruction, valid secondary school credit may be awarded toward the fulfillment of the requirements for graduation. The School Laws further provide that

whenever such requirements have been thus satisfied by any student, the appropriate school diploma shall be awarded him.

For those who desire short, intensive courses to assist them in their daily work or to broaden their general educational background, the general evening secondary school is provided. To the special-interest groups, such as literacy and citizenship education, elementary education, parent education, and workers' education, full authorization is given in the approved scope of extension education.

Among the more important legislative provisions for the administration of extension schools, classes, and activities are the following:

1. DEFINITION OF EXTENSION EDUCATION

"'Extension education' shall designate any instructional, recreational, or social service provided and administered by the board of school directors of any school district which is organized primarily for out-of-school youth and for adults, but shall not include the school work of continuation and other vocational schools which are subsidized under the provisions of Federal enactment." (Section 4101, School Laws.)

2. STATUS OF EXTENSION EDUCATION

"Extension education shall be an integral part of the public schools of the Commonwealth and of the districts in which it is organized, and shall be under the supervision of the superintendent of the county or of the district as are other public schools of that district. The State Council of Education shall adopt standards for the qualifications and certification of extension teachers and leaders and all other matters pertaining to extension education not inconsistent with this act or other acts pertaining to the public schools of the Commonwealth." (Section 4106, School Laws.)

3. MANDATORY AND PERMISSIVE LEGISLATION

"The board of school directors of any school district may and upon written application, signed by fifteen or more residents of such district above the age of sixteen years who are not in attendance at any public or private day school, shall provide free extension education for said applicants in any curricular course of study or activity so requested or in English and citizenship for immigrants and native illiterates, or in parent education, or in citizenship for adults, and may provide such other extra-curricular courses of study and activities as said board may deem advisable. * * *" (Section 4102, School Laws.)

4. LOCATION AND HOUSING OF EXTENSION EDUCATION ACTIVITIES

"Extension education shall be provided in school buildings at any time not in conflict with regular day-school activities as requested by such applicants and elsewhere at any hour any day except Sunday or legal holidays which the board may deem advisable: Provided, That the board shall not be required to admit to said extension schools a person who is in actual full-time attendance at any public or private school

during the day: Provided further, That attendance at such classes by part-time pupils shall not be accepted in lieu of the compulsory part-time attendance required of such pupils: Provided further, That said board of directors may close any class of said extension schools when the average attendance for any month falls below ten." (Section 4103, School Laws.)

5. PERMISSION TO EXACT DEPOSIT FEE

"Any board of school directors may require a deposit fee of a sum not to exceed five dollars (\$5.00) from each person enrolling in such extension schools or classes, and may require further that such deposit fees accompany said written applications for such extension instruction. Such deposit fee shall be returned at the close of each term of instruction to all persons so enrolled who have attended seventy-five (75) per cent or more of the class sessions of said term: Provided, That nothing herein shall be construed as prohibiting the return of said deposit fee because of death, sickness, or for any other cause which the board may deem justifiable." (Section 4104, School Laws.)

6. CERTIFICATION OF TEACHERS AND LEADERS

" * * * no teacher shall teach in any public school of this Commonwealth, any branch which he has not been properly certificated to teach." (Section 1301, School Laws.)

7. MINIMUM SALARY

" * * * the minimum salary of part-time teachers, supervisors, and principals employed in the extension schools and classes of the Commonwealth, established for the education of adults and legally employed minors and not designated as continuation or other vocational schools or classes, shall be one dollar (\$1.00) per hour; the minimum annual increment in salary in such extension schools and classes shall be twenty-five cents (\$.25) per hour; the minimum number of such annual increments shall be two (2)." (Section 1210-19, School Laws.)

8. ANNUAL REPORT ON EXTENSION EDUCATION ACTIVITIES

"Every county and every district superintendent in this Commonwealth shall annually on or before the first Monday of August, forward to the Superintendent of Public Instruction the reports of the several school districts under his supervision, and shall accompany the same with such extended report of the public schools under his supervision as he may think proper, suggesting such improvements or changes in the public school system as he may see fit to suggest. He shall further furnish to the Superintendent of Public Instruction, whenever required so to do, such additional reports and information as the Superintendent of Public Instruction may request." (Section 1151, School Laws.)

9. APPLICATION FOR APPROPRIATION

"On or before the first day of November of each year, each school district of the first and second class, and each school district of the third

class having a district superintendent, shall file a certificate with the Superintendent of Public Instruction, in such form as he may prescribe and on blanks to be furnished by him, showing the number of full-time teachers, supervisors, principals and other full-time members of the teaching and supervisory staffs, *the number thereof employed in elementary schools and the number employed, respectively, in three and four year junior high schools*, the certificates held by each, and the compensation paid each for the current school year, and showing further the number of part-time teachers, supervisors, and principals employed in extension schools and classes established as herein provided, the certificates held by each, and the compensation paid each during the preceding school year. On or before the first day of October of each year, each school district of the third class not having a district superintendent, and each school district of the fourth class, shall forward such a certificate to the county superintendent, and, if approved by him, the county superintendent shall forward the same to the Superintendent of Public Instruction on or before the first day of November each year.” Section 1210-20, School Laws.)

10. REIMBURSEMENT OF SCHOOL DISTRICTS FOR MAINTAINING EXTENSION EDUCATION

“And provided further, that for each part-time member of the teaching and supervisory staff employed by any school district in extension schools and classes approved by the Department of Public Instruction, established for the education of adults and legally employed minors and not designated as continuation or other vocational schools or classes, the Commonwealth shall pay to the several districts the same per centum of the minimum salary herein required to be paid to part-time teachers in such extension schools and classes as is paid to such districts of the minimum salary of the full-time teachers.” (Section 1210-19, School Laws.)

11. PAYMENT OF APPROPRIATION

“The amount apportioned and allotted to each school district shall be divided into equal semi-annual installments, and the Superintendent of Public Instruction shall draw his warrants semi-annually upon the State Treasurer in favor of each district for the amount to which it is entitled, and payment thereof shall be made to fourth class districts during the months of February and August of each year, to second and third class districts during the months of March and September of each year, and to first class districts during the months of April and October of each year.

“Provided, That reimbursement on account of salaries required to be paid for extension schools and classes as herein provided shall be made to school districts maintaining approved extension schools and classes established as herein provided, and shall begin with the first semi-annual payment of the biennium beginning the first day of June, one thousand nine hundred and twenty-seven.” (Section 1210-13, School Laws.)

12. STATE ENUMERATION OF ILLITERATES AND ALIENS

"The board of school directors in every school district in this Commonwealth shall, between March first and September first of each year, cause to be made by the attendance officers, teachers, or other persons employed for this purpose, a careful, correct, and accurate enumeration, on census cards provided by the district, at the expense of the district, or in a substantial book or books provided by the Superintendent of Public Instruction, at the expense of the State, for that purpose, of all the children between the ages of six and eighteen years within their district, * * *.

"Beginning in the year one thousand nine hundred and thirty-eight, and thereafter in the year one thousand nine hundred forty, the year one thousand nine hundred forty-five, and each fifth year following, said board of school directors shall, and at more frequent intervals may, also cause to be recorded in the same or separate books, or on the same or separate census cards, in like manner to, and in conjunction with, said enumeration of children, an enumeration of all persons ten years of age or over resident within their district who are unable to write the English language according to standards hereinafter provided, giving the full name, age, sex, race, nationality, place of residence in such school district, whether able to write English, whether able to read English, and whether able to speak English, and of all persons twenty-one or more years of age resident within their district who are not citizens of the United States of America, giving their full name, age, sex, nationality, place of residence in school district, whether declarants, and whether petitioners for naturalization.

"The standards used in determining whether residents are able to speak English, able to read English, and able to write English, shall be formulated by the State Council of Education for the purpose of recording the facts of said enumeration.

"Such enumeration shall be made by careful inquiry at the residence of each family in the district, and the persons making the same, upon completion thereof, shall make a proper oath or affirmation as to its correctness." (Section 1425, School Laws.)

"The secretary of each board of school directors, or such other person as is directed by the board, shall, at or before the opening of the school term, furnish to the principal or teacher of each school a correct list of the names and residences of all aliens, of all residents over ten years of age unable to read or write the English language and of children, assigned to such school, who are subject to the provisions of this act. The said secretary or other person shall also forward, on or before the first day of October of each year, to the county or district superintendent, to be by him forwarded, on or before the first day of November of each year, to the Superintendent of Public Instruction, a summary of such statistics regarding the children in each district, as is required by the Superintendent of Public Instruction, on blanks provided by him for that purpose." (Section 1426, School Laws.)

"The cost and expense of making a proper enumeration of the children and of aliens and of persons unable to write English of each school dis-

strict, as herein provided, shall be paid per diem, or by the name, or in such other manner as the board of school directors may deem proper, out of the funds of the district: Provided, That the attendance officer, the superintendent of schools, supervising principal, or the secretary of the board of school directors, shall have the power to add to this enumeration the names of any children and of any aliens and of persons unable to write English whose names do not appear thereon, together with other information required by this act." (Section 1427, School Laws.)

B. SUMMARY OF EXTENSION EDUCATION LEGISLATION AS IT APPLIES TO HOME CLASSES FOR FOREIGN-BORN MOTHERS

The significance of the foregoing legislative provisions for the State program of home classes for foreign-born mothers may be summarized somewhat as follows:

1. Instruction in English and citizenship for immigrants and native illiterates is defined by law as "Extension Education," and home classes for foreign-born mothers, being a phase of the English and citizenship education program, are subject to all legislation governing extension education.

2. Whenever fifteen or more foreign-born women (not necessarily citizens), above the age of sixteen years, make written application for instruction in English and citizenship, or in general citizenship education for adults, the board of school directors of their school district shall, subject to the qualifications stated, provide such instruction as free public education.

3. Such instruction shall be provided in public school buildings during the hours and on the days requested by such applicants, excepting on Sundays and legal holidays, or when in conflict with regular day-school activities, but permissive legislation authorizes the provision of such instruction at any other place or time which the board of directors may deem advisable.

4. Boards of school directors may require, as a guarantee of good faith, from each of such applicants a deposit fee of any small sum, provided it does not exceed five dollars (\$5.00), but this sum must be returned at the close of the term of instruction to all members of such classes who have attended seventy-five per cent or more of the class sessions of the term.

5. Home classes for foreign-born mothers are an integral part of our State program of free public schooling and are, therefore, subject to all appropriate school legislation governing the public schools of the Commonwealth, such as those prohibiting tuition charges for resident mothers, proper certification and compensation of teachers, and the provision of free texts and materials by the board of school directors.

6. The minimum salary schedule for part-time teachers of home classes is placed at one dollar (\$1.00), per hour of service during the first year of service, one dollar and twenty-five cents (\$1.25), per hour

during the second year of service, and one dollar and fifty cents (\$1.50), per hour during the third year of service, but in the employment of full-time, home class teachers the State minimum may not in any case be below the one thousand (\$1,000), per year salary stipulated by law.

7. To any school district maintaining approved home classes for foreign-born mothers, the Commonwealth shall pay the same per centum of the minimum salary of such teacher, whether on part-time or full-time service, as it pays to that district of the minimum salaries of full-time, day-school teachers.

8. Reports showing the number of part-time and full-time supervisors and teachers of home classes for foreign-born mothers employed during the preceding year, the certificates held by each, and the salary paid each, shall be filed each year by the superintendent of schools with the Superintendent of Public Instruction in such form as he may prescribe.

9. Information regarding home classes for foreign-born mothers shall be forwarded annually to the State Superintendent of Public Instruction by all superintendents of schools maintaining such classes, on or before the first Monday of August, furnishing such information as the State Superintendent of Public Instruction may request.

10. As a means of facilitating a reduction in illiteracy and a more genuine assimilation of our foreign-born population, provision is made for an enumeration of all aliens and all residents, above the age of ten years, who possess less than a functioning literacy in English, equivalent to approximately five years of public elementary school work, such enumeration to be made in conjunction with the school census during the year 1938, again in 1940, each successive fifth year thereafter, and oftener at the discretion of the State Superintendent of Public Instruction, or a board of school directors.

11. Every teacher of home classes for foreign-born mothers must possess an Extension Standard Certificate for teaching in the field of English and citizenship education. The regulations governing the certification of teachers of home classes for foreign-born mothers are quoted verbatim as follows:

“EXTENSION CERTIFICATES

“An Extension Certificate will be issued where the applicant desires to teach English and citizenship to immigrants and to native illiterates when the applicant shall have discharged certain minimum requirements.

“Extension Certificates shall be of two kinds:

1. Temporary Extension Standard
2. Permanent Extension Standard

“1. TEMPORARY EXTENSION STANDARDS

“This certificate is to be issued by the Superintendent of Public Instruction upon the request of the local or district superintendent under whose authority the applicant is to teach, and entitles the holder to

teach English and citizenship to immigrants and native illiterates in the designated county or district for a period of one year.

"Applicants for this form of certificate must hold a valid Standard Certificate to teach either the elementary or secondary field, or must have completed two years of post-secondary school education or its equivalent.

"This certificate may be renewed for a period of one year upon a rating of 'low' and evidence of the satisfactory completion of one semester hour of approved special preparation.

"2. PERMANENT EXTENSION STANDARD

"The issue of this certificate is dependent upon the possession of the qualifications as required by the Temporary Extension Standard Certificate or its equivalent, and in addition thereto, two semester hours of approved special preparation, one of which shall be in methods of teaching English to immigrants and the other of which shall be in citizenship and related social sciences, and in addition thereto, shall have had four years of teaching experience, two of which shall have been upon the Temporary Extension Standard Certificates."



A SCHOOL PLAYGROUND

Sponsorship of playgrounds for under-privileged children is a logical part of the responsibility of the home-class teacher.

VI. CITIZENSHIP STATUS, NATURALIZATION PROCEDURE, AND IMMIGRATION POLICIES

In serving the best interests of the foreign-born mother, the home-class teacher will have need for information regarding the regulations governing citizenship status, naturalization procedure, and immigration. As the phase of the State program of literacy and citizenship education by means of which public education in Pennsylvania is attempting to reduce illiteracy in English and to effect a more genuine assimilation of our foreign-born residents, nearly half-a-million of whom are aliens, it is important that the home-class teacher ascertain the citizenship status of each of her mothers and strive to prepare them for naturalization, giving her personal assistance in all matters pertaining to naturalization procedure.

Citizenship in the United States is attained either by birth or by naturalization. Due to the fact that the legislative requirements in naturalization, and even the interpretation of enactments bestowing citizenship by birth, are changed from time to time, the following sections represent an effort to present, as briefly as possible, only those aspects of citizenship, naturalization, and immigration which are more or less of general and constant interest.

A. CITIZENSHIP BY BIRTH

In consideration of citizenship in the United States attained by birth, one is concerned with two situations, (1) persons born in the United States, and (2) persons not born in the United States.

1. PERSONS BORN IN THE UNITED STATES

The Fourteenth Amendment to the Constitution of the United States represents the first effort to define the conditions under which an individual is eligible to citizenship in the United States by birth. The Fourteenth Amendment provides that "All persons born * * * in the United States and subject to the jurisdiction thereof are citizens of the United States * * *." The revised statutes provide that "All persons born in the United States and not subject to any foreign powers * * * are declared to be citizens of the United States."

Of these provisions, controversy has raged about the terms "all persons" and "subject to the jurisdiction thereof." From the precedent set by court decisions, it has come to be recognized that while the Fourteenth Amendment was enacted primarily for the purpose of benefiting the Negro race, the term "all persons" employed therein automatically conferred the right of citizenship upon all persons in the United States and subject to its jurisdiction regardless of their color. The other term, "subject to its jurisdiction," has, through legal opinion, come to include all persons born in the United States except "children of diplomatic representatives, children of public enemies in hostile occupation of the United States, children born on foreign public vessels, and expatriated persons." (Constitutional Law by J. P. Hall.)

2. PERSONS NOT BORN IN THE UNITED STATES

As to persons not born in the United States, one is concerned only casually with the citizenship implications of the Alaskan and Virgin Island Treaties and the adjustments of citizenship in the United States of residents of Hawaii and Porto Rico. The manifold situations arising in connection with other persons not born in the United States are of general interest, however.

The Law now operative in this connection, generally known as Public Law No. 250 of the 73d Congress, and enacted on May 24, 1934, provides:

SEC. 1993. Any child hereafter born out of the limits and jurisdiction of the United States, whose father or mother or both at the time of the birth of such child is a citizen of the United States; is declared to be a citizen of the United States; but the rights of citizenship shall not descend to any such child unless the citizen father or citizen mother, as the case may be, has resided in the United States previous to the birth of such child. In cases where one of the parents is an alien, the right of citizenship shall not descend unless the child comes to the United States and resides therein for at least five years continuously immediately previous to his eighteenth birthday, and unless, within six months after the child's twenty-first birthday, he or she shall take an oath of allegiance to the United States of America as prescribed by the Bureau of Naturalization."

In this connection also the Act of March 2, 1907, was amended to read as follows:

"SEC. 5. That a child born without the United States of alien parents shall be deemed a citizen of the United States by virtue of the naturalization of or resumption of American citizenship by the father or the mother: PROVIDED, That such naturalization or resumption shall take place during the minority of such child: AND PROVIDED FURTHER, That the citizenship of such minor child shall begin five years after the time such minor child begins to reside permanently in the United States."

In order to avoid confusion in the interpretation of the foregoing sections, General Order No. 211 of the United States Department of Labor was issued as an interpretation of the Act of 1934. This Order was as follows:

"Subject: Citizenship Act of May 24, 1934.

"By virtue of and pursuant to the authority vested in me under R. S. Sec. 161 (U. S. C. Ti. 5 Sec. 22) and other provisions of law, the following regulations interpreting 'An Act to amend the law relative to citizenship and naturalization, and for other purposes,' approved 12 noon May 24, 1934, Public No. 250, 73d Congress (Herein referred to as 'the Act,' or as 'The Citizenship Act of 1934') are hereby prescribed for the guidance of the officers and employes of the Immigration and Naturalization Service:

“SECTION 1.

“(a) Section 1 of the Act provides that a child is a United States citizen at birth if—

- (1) he is born out of the limits and jurisdiction of the United States after 12 noon E. S. T. May 24, 1934; and
- (2) both his parents are at the time of the child's birth citizens of the United States; and
- (3) either one or both of his parents resided in the United States previous to the birth of the child.

“(b) Section 1 of the Act also provides that a child is a United States citizen at birth if—

- (1) he is born out of the limits and jurisdiction of the United States after 12 noon E. S. T. May 24, 1934; and
- (2) only one of his parents is at the time of the child's birth a citizen of the United States; and
- (3) such citizen parent resided in the United States previous to the birth of the child.

“But a child who acquires citizenship under this subsection (b) shall cease to be a citizen if and when he fails either—

- (1) to come to the United States on or prior to his thirteenth birthday; or
- (2) to reside in the United States for at least five years continuously immediately previous to his eighteenth birthday; or
- (3) to take an oath of allegiance to the United States of America (as prescribed by the immigration and naturalization service) within six months after his twenty-first birthday.

“SECTION 2.

“(a) Section 2 of the Act provides that a child is a United States citizen if—

- (1) he was born out of the limits and jurisdiction of the United States at any time; and
- (2) both his parents were aliens at the time of the child's birth; and
- (3) one of his parents was naturalized or resumed United States citizenship before the child reached his twenty-first birthday; and
- (4) his permanent residence in the United States began and/or the parent's naturalization or resumption of citizenship occurred after 12 noon E. S. T., May 24, 1934; and
- (5) he begins to reside permanently in the United States before he reaches his sixteenth birthday; and
- (6) five years have elapsed since he began to reside permanently in the United States.

“(b) In addition to the provisions of the Citizenship Act of 1934, R. S. Sec. 2172 (U. S. C. Ti. 8 Sec. 7), (which has not been expressly repealed and only part of which has been repealed by implication) continues to operate and even after May 24, 1934, vests citizenship as follows:

- (1) R. S. Sec. 2172 provides that a child is a United States Citizen if—
 - (a) he did not prior to 12 noon E. S. T., May 24, 1934, acquire citizenship under R. S. 1993 (U. S. C. Ti. 8, Sec. 6) and is not a citizen under any other law including that stated in subsection (b) of Section 1 of this order; and
 - (b) he was born abroad at any time; and
 - (c) one parent was an alien at the time of the child's birth; and
 - (d) the other parent was either an alien or a citizen at the time of the child's birth; and
 - (e) the alien parent or both parents, if both were aliens, became naturalized before the child reached his twenty-first birthday; and
 - (f) the child began to reside permanently in the United States at or subsequent to the time when the alien parent or both parents, if both were aliens, became naturalized.
- (2) R. S. Sec. 2172 also provides that a child is a United States citizen if—
 - (a) he was born abroad before 12 noon E. S. T., May 24, 1934; and
 - (b) his father was an alien at the time of the child's birth; and
 - (c) his mother was a citizen at 12 noon E. S. T., May 24, 1934, or at her death; and
 - (d) his father became naturalized after 12 noon E. S. T., May 24, 1934, but before the child reached his twenty-first birthday; and
 - (e) the child began to reside permanently in the United States before he reached his twenty-first birthday; and
 - (f) the child resided permanently in the United States at or subsequent to the time when the father became naturalized."

From the foregoing, it is obvious that in the matter of citizenship by birth, race is not a significant determining factor but the date of birth is important. So also it will be seen that Order No. 211, immediately preceding, classifies any child born abroad after May 24, 1934, of an American father or mother, as an American citizen quite as much as though both parents were American citizens. Such a child retains this citizenship status but must reside in the United States for five years immediately prior to his eighteenth birthday and is required to take an oath of allegiance within a period of six months immediately following his twenty-first birthday.

B. CITIZENSHIP BY NATURALIZATION

Those who may become citizens of the United States by naturalization are subject to rigid statutory limitations. These legal regulations are born of the high purpose and conviction that citizenship in the United

States of America is and should be considered as a sincere trust of vital rights, duties, and privileges by which the future of our Nation will be determined.

1. THOSE DEBARRED FROM CITIZENSHIP BY NATURALIZATION

The provision of the Act of 1882 that only "free white and persons of African nativity and descent" be admitted to citizenship by naturalization, has been construed on the basis of race rather than that of color. If the applicant for citizenship be of mixed races, his application may be accepted if his racial strain is predominately of a white race, of the African race, or of both.

Statutory regulations further restrict those who may become citizens of the United States by debarring from such privilege all guilty of acts of desertion from armed forces, all anarchists, all polygamists, and all persons unable to speak English, excepting those physically unable to do so, and those who, though unable to speak the English language, make homestead entries upon public lands.

Certain other classes are debarred from citizenship, such as those proved to be of bad moral character, those who avowedly do not believe in the Constitution of the United States, those who refuse to take the oath of allegiance, and those not sufficiently well informed about our government as evidenced in the naturalization examination.

2. THE FIRST REQUIREMENT IN THE NATURALIZATION PROCESS

The Certificate of Arrival—The first requirement in the naturalization process is that the alien possess a Certificate of Arrival.

Under the Act of 1906, a record of all alien arrivals was supposed to have been made at all ports of entry, but this provision was not complied with. Further legislation was enacted as a means of securing strict compliance with this provision. Since July 1, 1928, each alien has received a Certificate of Arrival which proves his legal entry, his port of entry, and the date thereof.

Without a Certificate of Arrival, an alien, while not necessarily exposed to deportation, finds great difficulty in securing naturalization papers, the display of such a certificate being a rigid requirement in connection with his Declaration of Intention described below. In cases in which the alien does not possess a Certificate of Arrival and if his arrival was prior to July 1, 1924, the Certificate of Arrival may be secured from the Immigration Officer in charge of the port of entry through which the alien arrived. If his arrival was subsequent to July 1, 1924, the certificate may be secured from the Central Office of the United States Department of Labor in Washington.

The Act of March 2, 1929, which became effective on July 1 of that year, supplements the Act of 1906 and makes provisions whereby persons having no legal entry may now establish legal entry. Under these provisions, any alien

- (a) who entered the United States prior to June 3, 1921.
- (b) who has resided in the United States continuously since such entry,
- (c) who is a person of good moral character, and
- (d) who is not subject to deportation,

may be granted a Registry and a certificate validating his entry by the Commissioner General of Immigration.

After securing the Certificate of Registry, a Certificate of Arrival may then be obtained.

Certain aliens are not required to possess a Certificate of Arrival, including those who, in good faith, exercised the duties of citizenship prior to July 1, 1914, those who arrived before June 29, 1906, and those political and religious refugees who come under the protection of the provision of the Act of June 8, 1934.

3. THE SECOND REQUIREMENT IN THE NATURALIZATION PROCESS

The Declaration of Intention—The second requirement in the naturalization process is the Declaration of Intention, usually termed "The First Paper" (Form 2202).

In order to file a Declaration of Intention, the alien must be at least eighteen years of age, and he must first secure Form A-2213, fill it out completely, being careful to make no misstatements, and submit it to the clerk of the court or his authorized deputy. The Declaration of Intention (Form 2202), is then executed, in which the alien declares on oath before the clerk or his deputy, his intention to become a citizen of the United States and to renounce his former allegiance, and gives a full description of himself, his entry, and his family. His Declaration of Intention is then filed.

In making his Declaration of Intention, the alien is required to display his Certificate of Arrival and to provide two standardized photographs of himself, two inches square in size, the distance from the top of the head to the chin being approximately one and one-fourth inches. These photographs must be on thin paper, unmounted, having a light background, showing a front view of the head of the applicant without hat, with adequate space at the top or bottom in which the applicant may sign his name, and being two and one-half inches square over all. One of these photographs is attached to the Declaration of Intention and forwarded to the Bureau of Naturalization and the other is attached to the Declaration issued to the declarant, and they must be taken within thirty days prior to the date upon which they are submitted. No educational requirement is exacted of the applicant, but the cost of filing the Declaration of Intention with the clerk of the court is \$2.50.

In the event that the Declaration of Intention becomes lost or destroyed, the declarant may secure a duplicate copy by forwarding to the District Director of Naturalization of the territory in which he resides, two signed photographs and a Postal Money Order for \$1.

4. THE THIRD REQUIREMENT IN THE NATURALIZATION PROCESS

The Petition for Naturalization—The third requirement in the naturalization process is the Petition for Naturalization which must be filed not less than two years and not more than seven years after the filing of the Declaration of Intention.

Prior to filing the Petition for Naturalization, however, the petitioner must have had continuous residence within the United States for a period of at least five years and in the county in which he then resides for a period of at least six months immediately preceding the date of his petition. For legitimate purposes, however, he may be granted a breach in his five-year continuous residence within the boundaries of the United States, providing such absence is for less than six months. While absence from the United States for a period of time exceeding six months is considered a breach of continuous residence, if the extended absence does not exceed one year and satisfactory proof of a justifiable cause for not returning to the United States within the six-month limit is established, the breach may be waived. If, however, the alien remains outside of the boundaries of the United States for a period exceeding one year, his continuous residence is presumed to have been broken and he must begin anew on his five-year period of continuous residence.

By the Act of May 24, 1934, provision is made that where an alien husband has married an American citizen after noon, E. S. T., of May 24, 1934, such an alien may petition for citizenship after three years of continuous residence without a Declaration of Intention and without the required county residence, if he is otherwise eligible; and the same status and privilege is given to an alien woman who has married a citizen of the United States since that specific hour and day.

In petitioning for naturalization, the declarant must first file a Preliminary Petition on Form A-2214, for which there is no charge. As in filing Form A-2213, photographs must accompany the preliminary petition.

In his Petition for Naturalization, the petitioner must further describe his personal entry and personal appearance, and his Declaration of Intention and his Certificate of Arrival must be attached before the Petition for Naturalization can be filed, this being under rigid regulation with no exceptions permitted.

Should the petitioner fail to file his Petition for Naturalization within the maximum period of seven years, he must begin anew by securing a new Certificate of Arrival and again filing his Declaration of Intention.

A preliminary hearing of the Petition for Naturalization is usually given before deputized naturalization examiners, although the sitting judge may assume this responsibility.

Soon after the petitioner has submitted Form A-2214, he is summoned to his preliminary hearing, together with two witnesses. His witnesses must be American citizens, and if citizens by naturalization, they must submit proof of their citizenship. Such witnesses are required to be persons of good moral character; to have known the applicant for at

least five years, provided he has lived all of this time in the same county; and to have seen him repeatedly during this period. The witnesses must accompany the applicant to the preliminary hearing and must testify that they personally know the applicant to have been a resident of the United States for at least five years and of the county from which he comes for at least six months preceding.

In the event that the applicant has not lived for the full five-year period in the county in which he is filing his petition, this required residence in the United States must be proven before a naturalization examiner by oral testimony from two witnesses from each of his places of residence during the five-year period, or by the affidavits of two witnesses from each of such places.

5. THE FOURTH REQUIREMENT IN THE NATURALIZATION PROCESS

Oath of Allegiance—At any time after ninety days following the time of his first hearing, at which his Petition for Naturalization was filed, the petitioner may expect to be called for his final or court hearing, which period of waiting is definitely required by the naturalization law, with certain exceptions. Soon after the expiration of the ninety-day period, the applicant is required to appear in court and declare upon oath that he renounces his title and orders and will support and defend the Constitution and the laws of the United States against all enemies.

C. REPATRIATION

Provisions for reinstatement as an American citizen are contained in Section 3 of the Repatriation Act of March 3, 1931, quoted in the following: "Sec. 3. (a) Any person, born in the United States, who had established permanent residence in a foreign country prior to January 1, 1917, and who has heretofore lost his United States citizenship by becoming naturalized under the laws of such foreign country, may, if eligible to citizenship and if, prior to the enactment of this act, he has been admitted to the United States for permanent residence, be naturalized upon full and complete compliance with all of the requirements of the naturalization laws, with the following exceptions:

1. The five-years period of residence within the United States shall not be required;
2. The declaration of intention may be made at any time after admission to the United States, and the petition may be filed at any time after the expiration of six months following the declaration of intention.
3. If there is attached to the petition, at the time of filing, a certificate from a naturalization examiner stating that the petitioner has appeared before him for examination, the petition may be heard at any time after filing;

"(b) After naturalization such person shall have the same citizenship status as immediately preceding the loss of United States citizenship."

D. CITIZENSHIP STATUS OF MARRIED WOMEN

Following former diverse laws regulating the citizenship status of married women, the Cable Act of September 22, 1922, as amended on July 3, 1930, and March 3, 1931, now provides that once an American citizen, a woman does not lose her citizenship status except by formal renunciation before an authorized court; and it further provides that such renunciation cannot be made in time of war, and if made within one year prior to the declaration of war, such renunciation is void.

1. THE CABLE ACT AS AMENDED

The following quotation is that of the Cable Act as amended to date and is a quotation verbatim of Form 15-B-L, United States Department of Labor, Bureau of Naturalization.

NATURALIZATION AND CITIZENSHIP OF MARRIED WOMEN

"Be it enacted, etc., That the right of any woman to become a naturalized citizen of the United States shall not be denied or abridged because of her sex or because she is a married woman.

"Section 2. That any woman who marries a citizen of the United States after the passage of this act, or any woman whose husband is naturalized after the passage of this act, shall not become a citizen of the United States by reason of such marriage or naturalization; but, if eligible to citizenship, she may be naturalized upon full and complete compliance with all requirements of the naturalization laws, with the following exceptions:

"(a) No declaration of intention shall be required; (b) in lieu of the five-year period of residence within the United States and the one-year period of residence within the State or Territory where the naturalization court is held, she shall have resided continuously in the United States, Hawaii, Alaska, or Porto Rico for at least one year immediately preceding the filing of the petition.

"Section 3. (a) A woman citizen of the United States shall not cease to be a citizen of the United States by reason of her marriage after this section, as amended, takes effect, unless she makes a formal renunciation of her citizenship before a court having jurisdiction over the naturalization of aliens.

"(b) Any woman who before this section, as amended, takes effect, has lost her United States citizenship by residence abroad after marriage to an alien or by marriage to an alien ineligible to citizenship may, if she has not acquired any other nationality by affirmative act, be naturalized in the manner prescribed in section 4 of this act, as amended. Any woman who was a citizen of the United States at birth shall not be denied naturalization under section 4 on account of her race.

"(c) No woman shall be entitled to naturalization under section 4 of this act, as amended, if her United States citizenship originated solely

by reason of her marriage to a citizen of the United States or by reason of the acquisition of United States citizenship by her husband.

"Section 4. (a) A woman who has lost her United States citizenship by reason of her marriage to an alien eligible to citizenship or by reason of the loss of United States citizenship by her husband may, if eligible to citizenship and if she has not acquired any other nationality by affirmative act, be naturalized upon full and complete compliance with all requirements of the naturalization laws, with the following exceptions:

- "(1) No declaration of intention and no certificate of arrival shall be required, and no period of residence within the United States or within the county where the petition is filed shall be required;
- "(2) The petition need not set forth that it is the intention of the petitioner to reside permanently within the United States;
- "(3) The petition may be filed in any court having naturalization jurisdiction, regardless of the residence of the petitioner;
- "(4) If there is attached to the petition, at the time of filing, a certificate from a naturalization examiner stating that the petitioner has appeared before him for examination, the petition may be heard at any time after filing.

"(b) After her naturalization such woman shall have the same citizenship status as if her marriage, or the loss of citizenship by her husband, as the case may be, had taken place after this section, as amended, takes effect.

"(c) The amendment made by this section to section 4 of such Act of September 22, 1922, shall not terminate citizenship acquired under such section 4 before such amendment.

"Section 5. (Repealed by Act of March 3, 1931.)

"Section 6. That section 1994 of the Revised Statutes and section 4 of the Expatriation Act of 1907 are repealed. Such repeal shall not terminate citizenship acquired or retained under either of such sections nor restore citizenship lost under section 4 of the Expatriation Act of 1907.

"Section 7. That section 3 of the Expatriation Act of 1907 is repealed. Such repeal shall not restore citizenship lost under such section nor terminate citizenship resumed under such section. A woman who has resumed under such section citizenship lost by marriage shall, upon the passage of this act, have for all purposes the same citizenship status as immediately preceding her marriage.

"Act of September 22, 1922 (42 Stat. 1021-2) as amended by the Acts of July 3, 1930 (46 Stat. 854; U. S. C. Sup. iv, t. 8, secs. 9 and 369, and March 3, 1931 (Public 829, 71st Cong.).)"

2. REPATRIATION OF MARRIED WOMEN

The Cable Act originally provided that a woman citizen of the United States lost her citizenship through marrying a person ineligible for citizenship. The amendment of 1931 provides repatriation of those

women who lost their citizenship, or whose husbands lost their citizenship between September 22, 1922, and March 3, 1931, unless they, in the meantime, acquired other citizenship by an affirmative act. Those having acquired other citizenship during this period, like other aliens, must conform to the established naturalization procedure.

It will be noted in the quoted act above that those not having acquired other citizenship, however, may be repatriated through the regular naturalization process with the following advantages:

- a. No certificate of arrival is required.
- b. No declaration of intention is required.
- c. Residence requirements are waived.
- d. The petition need not aver intention of permanent residence in the United States.
- e. Irrespective of the residence of the petitioner, the petition may be filed in any court having naturalization jurisdiction.
- f. If the petitioner has previously appeared before the naturalization examiner and if the examiner's certificate is attached to the petition when filed, the hearing may be held at any time thereafter.

E. SUMMARY OF SOME SPECIAL FACTS

1. Section 1 of the Fourteenth Amendment to the Constitution of the United States provides that "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside."

2. The Supreme Court of the United States has ruled that the foregoing constitutional provision applies to all persons born in the United States and subject to the jurisdiction thereof, including the children of aliens who are racially ineligible for naturalization, except children so born to an ambassador or minister in the Foreign Diplomatic Service.

3. A single woman obtains citizenship just as a man does.

4. Any alien woman who married a citizen of the United States prior to September 22, 1922, or whose husband was naturalized prior to that date, became a citizen through her husband.

5. On or subsequent to September 22, 1922, the naturalization of a man has not conferred citizenship upon his wife.

6. An alien widow whose husband had first papers two years old, and not more than seven years old, need take out second papers only.

7. Prior to May 24, 1934, all foreign-born minor children became citizens of the United States through the naturalization of their father, provided such children entered the United States, and their father was naturalized, prior to their reaching the age of twenty-one years.

8. Since May 24, 1934, children under twenty-one years of age have become citizens of the United States when their father or mother became naturalized, provided such children began their residence in the United State prior to reaching the age of sixteen years.

9. Certificates of citizenship for wives and children of citizens may be obtained after such persons are twenty-one years of age, and take the oath of allegiance. These certificates are not necessary, but often prove a great convenience to those possessing them in the event that certificates of citizenship of parents become lost.

10. World War veterans, until March 4, 1931, needed second papers only. Since the expiration of that period, the veteran has been required to proceed as any other alien.

11. Special regulations govern the naturalization of aliens falling within certain classifications, including certain exemptions. Information relative to the naturalization or citizenship status of any of the following groups may be secured by addressing the District Director of Immigration and Naturalization Service at Buffalo, New York, or at Gloucester City, New Jersey.

- a. Widow and minor children of deceased declarant.
- b. Wife and minor children of an insane declarant.
- c. Alien erroneously exercising rights of citizenship because of misinformation concerning his citizenship status.
- d. Alien serving in the armies of the United States prior to January 1, 1900.
- e. Filipinos.
- f. Alien or Puerto Rican in certain services of the United States.
- g. Alien honorably discharged from the United States Army or Navy or the Philippine Constabulary.
- h. Alien honorably discharged from the military or naval forces of the United States before the termination of the World War (July 2, 1921), on account of disability incurred in line of duty.
- i. Alien serving in the military or naval forces of the United States at the termination of the World War (July 2, 1921).
- j. Alien veterans of the World War serving after April 5, 1917, and before November 12, 1918.
- k. Alien veterans of the World War, racially ineligible under section 2169, Revised Statutes, serving after April 5, 1917 and before November 12, 1918.
- l. Alien woman whose husband is an alien. (Must comply with the conditions applicable to aliens generally.)
- m. Alien woman who married a citizen, or whose husband was naturalized, subsequent to September 22, 1922, and prior to 12 noon (E. S. T.), May 24, 1934.
- n. Alien (man or woman) who marries a citizen, or whose spouse is naturalized, subsequent to 12 noon (E. S. T.), May 24, 1934.
- o. Woman, who, prior to September 22, 1922, lost American citizenship by marriage to an alien; or through loss of United States citizenship by her husband; or by residence abroad after marriage to an alien.

HOME CLASSES FOR FOREIGN-BORN MOTHERS

- p. Woman (native-born citizen), who, prior to September 22, 1922, lost American citizenship by marriage to an alien, and whose marital status with such alien has or shall have terminated.
- q. Alien (man or woman) born in the United States and lost American citizenship by becoming naturalized in a foreign country prior to March 3, 1931.

12. In securing forms in connection with naturalization, these may be secured from clerks of courts having naturalization jurisdiction and from district directors of immigration and naturalization service, and should be ordered by form number and title as follows :

Form 2202LA—Declaration of Intention.

Form 2204LA—Petition for Citizenship.

Form A2213 —Application for Certificate of Arrival and Preliminary Form for Declaration of Intention.

Form A2214 —Application for Certificate of Arrival and Preliminary Form for Petition for Citizenship.

Form 2215 —Notice of Intention to Substitute Witnesses.

Form 2400 —Application for Certificate of Arrival and Certificate of Derivative Citizenship.

Form 2500 —Application for Special Certificate of Citizenship

Form 2600 —Application for New Naturalization Paper in Lieu of Lost, Mutilated, or Destroyed Original.

Form 2600A —Application for a New Certificate of Citizenship Where Name Has Been Changed.

Form 2605 —Application for Certificate of
(1) A Certificate of Citizenship, and of
(2) A Naturalization Record.

F. OLD AGE PENSION

Eligibility to old age pension is directly contingent upon citizenship and residence. Under this Act, financial assistance may be granted only to the applicant who :

- 1. has attained the age of seventy or more years,
- 2. has been a citizen of the United States for at least fifteen years prior to making application for such assistance, and
- 3. has been a continuous resident in Pennsylvania for fifteen years.

G. NATURALIZATION FEES

Naturalization fees, as established by the Act of April 19, 1934, are as follows :

1. For Certificate of Arrival	\$2.50
2. For filing or copy of Declaration of Intention	2.50
3. For Petition for Naturalization and Certificate	5.00
4. For duplicate copies of declaration or certificates	1.00
5. For special certificates of citizenship	5.00
6. For certificates of derivative citizenship	5.00

Because of lack of space and the fact that the information is so seldom of use, certain facts relative to citizenship and naturalization, such as the status of widows and minor children of deceased declarants, the cancellation of citizenship certificates, and the law with regard to soldiers, sailors, and merchant marines, have not been included, but such information can be secured through any teacher of English and citizenship classes for immigrants and native illiterates or from the clerk of any naturalization court.

H. DIRECTORY OF ALL COURTS IN PENNSYLVANIA HAVING JURISDICTION IN NATURALIZATION

Under a recent re-districting of immigration and naturalization areas in Pennsylvania, all of Pennsylvania is under the jurisdiction of the District Director of Immigration and Naturalization with headquarters at the Government Station, located at Gloucester City, New Jersey, with the exception of Erie, Crawford, Mercer, Warren, and McKean Counties, which are under the jurisdiction of the District Director at Buffalo, New York.

Sub-offices are located in the old Post Office Building and in the new Customs House at Philadelphia; in the new Post Office Building at Pittsburgh; the new Post Office Building at Wilkes-Barre; and in the new Federal Court House and Post Office Building at Lewisburg, Pennsylvania. The offices in the new Customs House at Philadelphia, and those located at Wilkes-Barre and Lewisburg, are concerned principally with immigration matters.

The sub-office in the old Post Office Building at Philadelphia is concerned entirely with naturalization matters and is under the supervision of the Assistant District Director, who handles all naturalization cases in that portion of Pennsylvania lying east of the counties of McKean, Elk, Clearfield, Blair, Bedford, and Fulton.

The office at Pittsburgh is under the supervision of a Divisional Director at that point and handles all immigration and naturalization cases in a division which includes those counties of Cameron, Clinton, Centre, Huntingdon, and Franklin, except, of course, the five counties already mentioned as being in the Buffalo District.

For the information of teachers of English and citizenship classes for immigrants, the following directory of naturalization courts in Pennsylvania is included, giving the city, county, and district headquarters.

<i>City</i>	<i>County</i>	<i>District Headquarters</i>
Allentown	Lehigh	Gloucester City, N. J.
Beaver	Beaver	"
Bedford	Bedford	"
Bellefonte	Centre	"
Bloomsburg	Columbia	"
Brookville	Jefferson	"
Butler	Butler	"
Carlisle	Cumberland	"

HOME CLASSES FOR FOREIGN-BORN MOTHERS

<i>City</i>	<i>County</i>	<i>District Headquarters</i>
Chambersburg	Franklin	Gloucester City, N. J.
Clarion	Clarion	"
Clearfield	Clearfield	"
Coudersport	Potter	"
Danville	Montour	"
*Doylestown	Bucks	"
Easton	Northampton	"
Ebensburg	Cambria	"
Emporium	Cameron	"
Erie	Erie	Buffalo, N. Y.
Franklin	Venango	Gloucester City, N. J.
Gettysburg	Adams	"
Greensburg	Westmoreland	"
Harrisburg	Dauphin	"
Hollidaysburg	Blair	"
Honesdale	Wayne	"
Huntingdon	Huntingdon	"
Indiana	Indiana	"
Kittanning	Armstrong	"
Lancaster	Lancaster	"
Laporte	Sullivan	"
Lebanon	Lebanon	"
Lewisburg	Union	"
Lewistown	Mifflin	"
Lock Haven	Clinton	"
McConnellsburg	Fulton	"
Mauch Chunk	Carbon	"
Meadville	Crawford	Buffalo, N. Y.
Media	Delaware	Gloucester City, N. J.
Mercer	Mercer	Buffalo, N. Y.
**Middleburg	Snyder	Gloucester City, N. J.
Mifflintown	Juniata	"
Milford	Pike	"
Montrose	Susquehanna	"
New Bloomfield	Perry	"
New Castle	Lawrence	"
Norristown	Montgomery	"
Philadelphia	Philadelphia	"
Pittsburgh	Allegheny	"
Pottsville	Schuylkill	"
Reading	Berks	"
Ridgway	Elk	"
Scranton	Lackawanna	"
Smethport	McKean	Buffalo, N. Y.
Somerset	Somerset	Gloucester City, N. J.
Stroudsburg	Monroe	"
Sunbury	Northumberland	"

* Relinquished jurisdiction on August 3, 1931.

** Relinquished jurisdiction on December 1, 1934.

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION

<i>City</i>	<i>County</i>	<i>District Headquarters</i>
Tionesta	Forest	Gloucester City, N. J.
Towanda	Bradford	"
Tunkhannock	Wyoming	"
Uniontown	Fayette	"
Warren	Warren	Buffalo, N. Y.
Washington	Washington	Gloucester City, N. J.
Waynesburg	Greene	"
Wellsboro	Tioga	"
West Chester	Chester	"
Wilkes-Barre	Luzerne	"
Williamsport	Lycoming	"
York	York	"

I. NATIONAL ORIGIN IMMIGRATION QUOTAS

<i>Country or Area</i>	<i>Quota</i>	<i>Country or Area</i>	<i>Quota</i>
Afghanistan	100	Morocco (French and Spanish Zones and Tangier)	100
Albania	100	Muscat (Oman)	100
Andorra	100	Nauru (British mandate)	100
Arabian Peninsula	100	Nepal	100
Armenia	100	Netherlands	3,153
Australia (including Tasmania, Papua, and all Islands apper- taining to Australia)	100	New Zealand	100
Austria	1,413	Norway	2,377
Belgium	1,304	New Guinea, Territory of (in- cluding appertaining islands) (Australian mandate)	100
Bhutan	100	Palestine (with Trans-Jordan) (British mandate)	100
Bulgaria	100	Persia	100
Cameroon (British mandate) ...	100	Poland	6,524
Cameroon (French mandate) ..	100	Portugal	440
China	100	Ruanda and Urundi (Belgian mandate)	100
Czechoslovakia	2,874	Rumania	295
Danzig, Free City of	100	Russia, European and Asiatic ...	2,784
Denmark	1,181	Samoa, Western (mandate of New Zealand)	100
Egypt	100	San Marino	100
Estonia	116	Siam	100
Ethiopia (Abyssinia)	100	South Africa, Union of	100
Finland	569	South West Africa (mandate of the Union of South Africa) ..	100
France	3,086	Spain	252
Germany	25,957	Sweden	3,314
Great Britain and Northern Ire- land	65,721	Switzerland	1,707
Greece	307	Syria and the Lebanon (French mandate)	123
Hungary	869	Tanganyika (British mandate) ..	100
Iceland	100	Togoland (British mandate)	100
India	100	Togoland (French mandate) ...	100
Iraq (Mesopotamia)	100	Turkey	226
Irish Free State	17,853	Yap and other Pacific islands un- der Japanese mandate	100
Italy	5,802	Yugoslavia	845
Japan	100		
Latvia	236		
Liberia	100		
Liechtenstein	100		
Lithuania	386		
Luxemburg	100		
Monaco	100		

HOME CLASSES FOR FOREIGN-BORN MOTHERS

For further information regarding home classes for foreign-born mothers, address A. W. Castle, Chief, Division of Extension Education, Department of Public Instruction, Harrisburg.



WHY?

The above picture houses twenty families. If the incidental education of home and community environment is the dominating influence in the life of the child, what does the future hold for these children? Working through other agencies, housing and sanitation are essentially of interest to the home-class teacher.

(Concluded from inside front cover page)

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